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*Federal Election 1997*

## Future of Universities & Colleges at Stake

**D**ESPITE RECENT DRASTIC cutbacks in federal support for higher education, Ottawa remains a substantial player in the funding of post-secondary education and research.

For many years the single largest source of federal support for post-secondary education was the Established Programs Financing system of transfers to the provinces. During 1995-96 the cash transfer included under Established Programs Financing for post-secondary education was \$2.2 billion.

This changed in 1996 when the Liberal government rolled together into one undifferentiated sum all the previous transfer arrangements for health, post-secondary education and social assistance, re-named the consolidated block transfer the Canada Health & Social Transfer, and announced that the cost-sharing approach was a thing of the past.

The conditions and principles of both the Canada Health Act and the Canada Assistance Plan un-

Parliament Hill —  
Who'll be sitting in the House?

derlie the new Canada Health & Social Transfer but the government is mute on principles and objectives for post-secondary education — in fact most of the time the government treats the transfer as one for health alone.

Since announcing the new Canada Health & Social Transfer the Liberals have cut the cash portion of the transfer by more than 30 per cent. The Liberals, in their election platform, have promised to ease this cut slightly by setting the new floor at \$12.5 billion instead of \$11 billion.

The creation of the Canada Health & Social Transfer meant that CAUT and the other stakeholders in the university community have understandably focused on regaining lost ground by lobbying for substantial increases in federal funding for research and student aid.

The main agencies for the support of university research are the three granting councils (MRC,



NSERC, SSHRC) and, in the fine arts, the Canada Council. All have suffered cuts under the Liberal government's austerity measures.

The current cost of the Canada Student Loans Program, the

main vehicle for federal support of students, is \$619 million. Early in their mandate the Liberals increased payments to students which had been frozen for 10 years under the Tories.

The stakeholders are continuing to press for more funding for research and student aid since the sums made available in this year's budget by no means offset the cuts in transfers to the provinces. ■

## Un enjeu de taille pour les universités et les collèges

**L**E GOUVERNEMENT FÉDÉRAL demeure un joueur important dans le financement de la recherche et de l'enseignement postsecondaire malgré les compressions draconiennes qu'il a effectuées récemment dans le secteur de l'enseignement supérieur.

Le programme du Financement des programmes établis, consistant en paiement de transferts aux provinces, a été pendant de nombreuses années la seule source importante de financement fédéral au titre de l'enseignement postsecondaire.

En 1995-1996, les transferts en espèces en vertu du Financement des programmes établis pour l'enseignement postsecondaire s'élevaient à 2,2 milliards de dollars.

Cependant, le gouvernement libéral a décidé en 1996 de réunir

en une seule enveloppe globale tous les transferts au titre de la santé, de l'enseignement postsecondaire et de l'aide sociale. Ce nouveau transfert global a été appelé le Transfert canadien en matière de santé et de programmes sociaux. Le gouvernement a alors annoncé que l'époque de partage des coûts était maintenant révolue.

Les conditions et les principes de la Loi canadienne sur la santé et le Régime d'assistance publique du Canada sous-tendent le nouveau transfert. Le gouvernement est toutefois muet sur les principes et les objectifs visant l'enseignement postsecondaire. La plupart du temps, d'ailleurs, le gouvernement considère que le transfert n'est que pour la santé.

Depuis l'annonce du nouveau Transfert canadien en matière de

santé et de programmes sociaux, les Libéraux ont réduit la partie des transferts en espèces de plus de 30 p. 100. Dans leur programme électoral, les Libéraux ont promis des réductions en douceur en faisant passer le plancher de 11 milliards de dollars à 12,5 milliards de dollars.

Comme on pouvait s'y attendre, la création du Transfert canadien en matière de santé et de programmes sociaux a permis à l'ACPPU et à d'autres groupes du milieu universitaire de chercher à reprendre le terrain perdu en exerçant des pressions en faveur de hausses sensibles du financement fédéral au titre de la recherche et de l'aide financière aux étudiants.

Les principaux organismes subventionnaires pour la recherche uni-

versitaire sont les trois conseils fédéraux de recherches (le CRM, le CRSNG et le CRSH) et, pour les beaux-arts, le Conseil des arts du Canada. Ils ont tous subi des compressions budgétaires dans la foulée des mesures d'austérité du gouvernement fédéral.

À l'heure actuelle, le Programme canadien de prêts aux étudiants, le principal programme fédéral d'aide aux étudiants, coûte 619 millions de dollars. Au début de leur mandat, les Libéraux ont augmenté les prêts des étudiants qui avaient été gelés pendant dix ans sous le règne des Conservateurs.

Le gouvernement a cédé aux pressions des derniers mois en allouant au budget de cette année 800 millions de dollars, étaisés sur cinq ans, pour le financement des

infrastructures de recherches des universités et des hôpitaux.

Le nouveau Livre rouge promet une somme supplémentaire de 25 millions de dollars par année pour le Conseil des arts.

Dans le budget de 1997, le gouvernement a annoncé des modifications fiscales en faveur des étudiants et de leurs parents.

Le nouveau Livre rouge promet, à compter de 1998-1999, 60 millions de dollars de bourses aux étudiants qui ont des personnes à charge.

Les groupes intéressés continuent d'exercer des pressions pour le financement de plus de programmes dans ces domaines puisque les sommes libérées dans le budget de cette année ne compensent pas les réductions effectuées dans les transferts aux provinces. ■

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## HIGHLIGHTS

### Election Questionnaire

With a federal election looming, we have a window of opportunity to focus in on the parties' higher education policies. CAUT prepared a questionnaire to isolate the parties' views on federal/provincial cooperation, international presence and competitiveness, tax on reading, student aid, and research. CAUT does not endorse any political party but invites *Bulletin* readers to make up their minds after reading what the parties have to say about higher education issues.

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### Election Background

The decisions of the federal government in a wide range of areas impinge on the universities. To complete the *Bulletin's* election coverage, CAUT has selected a few of the more important and current issues as a basis for background articles.

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## LATE NEWS

### York Settlement

The votes of the YUFA members on May 13 were as follows:

#### Ratification of the Collective Agreement

Yes	550	74.9%
No	176	24.0%
Spoiled	4	0.5%
Blank	4	0.5%

#### Referendum Ballot on

#### No Confidence in the Administration

Yes	570	79.6%
No	126	18.0%
Spoiled	2	0.3%
Blank	18	2.5%

The question was "I express my lack of confidence in the current York University Administration, and I fully endorse YUFA's campaign to create a democratically governed University."

Details of the settlement will be published in the next issue of the *Bulletin*.

## AF&T Committee Report

# Inquiry into the Complaint of Prof. Wilfred Cude

AFTER THE ACADEMIC FREEDOM AND TENURE COMMITTEE completed and approved its report concerning Professor Wilfred Cude's complaint, the Executive Committee received from Professor D. Wood an appeal against the decision of the AF&T Committee to publish that report. The Executive subsequently chose to strike an arm's-length sub-committee to investigate whether the AF&T's decision to publish had been arrived at under the usual rules of procedure required of the AF&T committee under its by-laws. That Special Appeal Sub-Committee of the Executive reported in September 1996. Its report concluded that the AF&T Committee's decision to publish had been reached as the result of due consideration and according to the usual practices and regulations which apply in all such cases. The Executive Committee unanimously rejected Professor Wood's appeal, and confirmed the original decision to publish the present report.

In a series of letters beginning on Dec. 31, 1990 Prof. Wilfred Cude sought the assistance and intervention of the Academic Freedom and Tenure Committee of CAUT with respect to alleged unfairness in appointment procedures at St. Francis Xavier University. Prof. Cude, who had taught a number of courses at the University on a part-time basis, had applied in 1990 for a one-year sabbatical replacement position in the English Department. He was unsuccessful. Subsequently, Prof. Cude applied for another limited-term appointment available in 1991. He was again unsuccessful, and again asked for help from the AF&T Committee.

During its attempts to deal with Prof. Cude's concerns, the AF&T Committee authorized three visits to St. Francis Xavier.

In May, 1991, Committee Chair Alan Andrews and Committee Secretary Howard Snow visited the campus and made a preliminary investigation. This visit was followed by considerable correspondence between the Committee and various parties to the dispute.

In January, 1992, a fact-finding team of Howard Snow and Committee member Roger Gannon visited the campus; their report to the AF&T Committee led it to conclude that "there appear to be *prima facie* grounds for believing that Wilfred Cude was indeed treated unfairly." President David Lawless was invited to join with CAUT in initiating a joint inquiry. On Feb. 1, 1993, he declined. On June 1, 1993, the AF&T Committee set up its own Committee of Inquiry consisting of Averil Gardner of the Department of English at Memorial University and Roger C. Lewis of the English Department at Acadia University.

They visited the campus in July 1993, and the AF&T Committee received their draft report June 3, 1994. Pro-

fessors Gardner and Lewis concluded that Prof. Cude had been unfairly treated in the 1990 hiring process both on the basis of the University's own procedures and on the basis of CAUT's Fair Appointment Practices document and Initial Appointments document. They did not find that there was unfairness to Prof. Cude in the 1991 search. Principal parties to the dispute were invited to comment on the report. Letters were received from Prof. Cude, Prof. Derek Wood, Chair of the English Department, Prof. Sergei Aalto of the Faculty Association, and President Lawless. The letter from President Lawless was brief but promised further comments, which were not forthcoming.

Based on these investigations, and taking into account comments from Cude, Wood, and Aalto, and the brief comment from Lawless, the AF&T Committee offers the following report on the matter.

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## COMMENTS? QUESTIONS?

Letters for publication are welcome. Maximum 300 words. Publication is at the sole discretion of CAUT. CAUT will not normally print letters about individual local grievances nor those which, in its judgment, are libellous or defamatory, are on subjects which are not within the purview of CAUT's activities, or have been sufficiently discussed by other letter writers.

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## SUBMISSIONS

A book tentatively entitled

### Academic Women in Canada: The Disadvantaged Other

*is in progress. The collection emphasizes the range of women's experiences in academe from women university presidents to part-time lecturers; the struggles, challenges and successes. Papers of approximately 1500 words are invited in a variety of subjects such as academic training, barriers, conflicting career and personal demands, chilly climate, glass ceiling, goal realization, and part-time issues, etc.*

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*Is the Sky Falling?*

## Canadian Universities & the Federal Election

BY BILL BRUNEAU

THE COMING ELECTION PRESENTS CAUT with an opportunity and a problem. First, the opportunity. The 1980s and 1990s have been hard on public post-secondary education, just as they have been hard on public schooling, publicly provided health care, and on the great institutions of social security.

Despite freezes and cuts in funding, we've kept Canadian universities the welcoming and excellent places they are. We've coped with rising enrolments, and achieved a new balance between teaching, research, and public service. We've acquired a strong worldwide reputation for our intellectual, artistic, and scientific work. We've played our full part in making and carrying out Canadian public policy in all areas of national life. Our commitment to the highest standards of teaching and research is balanced by an equal commitment to equity and to democratic practice — central features of the Canadian polity.

We have the opportunity during this election campaign to make these points, and to encourage a renewed commitment to adequate public funding for the system.

But we have a problem. Yes, we've managed to keep the system excellent, and accountable, and open to Canada's young people. Unfortunately, the universities are at the end of their rope. We must now be given adequate funding, and without demands for detailed, mindless accounting. Without funding and without autonomy, we cannot do the jobs for which universities were and are intended.

Should we imitate Chicken Little during the campaign, threatening the imminent falling of the sky? Should we argue that without proper post-secondary education funding, Canadian social and economic development will come to a screeching halt? Of course not.

What we *can* say is that accessible (and equitable) post-secondary education is under direct threat. We can point to the links between poverty and unemployment, and

describe the indebtedness of an entire student generation.

We can show how the underfunding of research has put our international reputation at risk. We can invite the Canadian public into our classrooms (via the media and through our contacts with candidates) to see why quality teaching is now so hard to achieve.

We can point to the looming crisis in our libraries, some already at breaking point. And we should begin to talk again about Canadian university salaries, no longer competitive with wages in industry, and not even close to compensation levels in the US.

Yes, the sky has begun to fall. As usual in Canadian social history, its movement has not yet been noticed by the public. It's up to us to draw it to their attention, and to do so with vigour. Our watch words might be "access" and "quality".

We'd like the sky to stay where it is, or better, to resume its progress upward. ■

(Dr. Bill Bruneau is president of CAUT.)

## Les universités canadiennes et les élections fédérales

PAR BILL BRUNEAU

LA PRÉSENTE CAMPAGNE ÉLECTORALE offre à l'ACPPU une occasion de mettre en valeur l'enseignement postsecondaire. Mais elle pose aussi un problème. Parlons d'abord de cette occasion. Les années 1980 et 1990 ont été difficiles pour l'enseignement postsecondaire public, tout comme elles l'ont été pour l'école publique, les soins de santé publics et les grandes institutions de la sécurité sociale.

Nous avons su maintenir ces lieux accueillants et d'excellente qualité que sont les universités malgré les gels et les compressions budgétaires, surtout depuis 1982. Nous avons fait face à la hausse des effectifs étudiants et nous avons obtenu un nouvel équilibre entre l'enseignement, la recherche et le service à la collectivité. Nous avons acquis une solide réputation à l'échelle internationale pour nos travaux intellectuels, artistiques et scientifiques. Nous avons contribué pleinement à établir des politiques canadiennes d'intérêt public dans toutes les sphères de la vie nationale et à les réaliser. Notre engagement envers des normes supérieures d'enseignement et de recherche n'a d'égale que notre engagement envers l'équité

et la pratique démocratique, des aspects primordiaux de l'administration politique canadienne.

Nous avons toutefois un problème. Il est vrai que nous avons réussi à maintenir l'excellence du système, que nous avons réussi à le rendre responsable et transparent pour les jeunes du Canada. Les universités, hélas, sont au bout de leur roue. Nous devons maintenant avoir droit à un financement suffisant sans avoir à fournir une comptabilité détaillée et stupide. Sans financement et sans autonomie, nous ne pouvons livrer ce pour quoi les universités existent, au passé comme au présent.

Pendant la campagne électorale, devrions-nous être pessimistes et brandir la menace que le ciel va bientôt nous tomber sur la tête? Devrions-nous faire valoir que sans un financement suffisant de l'enseignement postsecondaire, le moteur socio-économique du Canada s'arrêtera en grinçant? Bien sûr que non.

Nous pouvons dire que l'enseignement postsecondaire accessible (et équitable) est directement menacé. Nous pouvons souligner les liens entre la pauvreté et le chômage et décrire l'endettement d'une génération entière d'étudiants.

Nous pouvons prouver comment le sous-financement de la recherche a mis en péril notre réputation internationale. Nous pouvons inviter la population canadienne dans nos classes par le truchement des médias et par l'intermédiaire de nos rapports avec les candidats, pour lui montrer combien il est maintenant difficile d'offrir un enseignement de qualité.

Nous pouvons signaler la crise imminente de nos bibliothèques, certaines étant déjà au point de rupture. Nous devrions en outre recommencer à parler des salaires dans les universités canadiennes qui ne sont plus concurrentielles avec ceux de l'industrie et encore moins avec les taux de rémunération américains.

Oui, le ciel a commencé à s'effondrer. Comme d'habitude dans l'histoire sociale canadienne, le public ne l'a pas encore remarqué. Il vous revient d'en parler et de le faire avec vigueur. Nos mots clés pourraient être "accès" et "qualité".

Nous aimerais bien que la situation se stabilise, ou mieux, qu'elle fasse une remontée. ■

(Bill Bruneau est président de l'ACPPU)

## The Leaders

At dissolution five political parties are poised to be the big players in the 1997 federal election.



Alexa McDonough — New Democratic Party



Preston Manning — Reform Party



Gilles Duceppe — Bloc Québécois



Jean Chrétien — Liberal Party



Jean Charest — Progressive Conservative Party

## Questions & Answers

As another federal election approaches, it seems only appropriate that some attention be focused on the parties' commitment to higher education. This is the fourth time CAUT has published a federal election special based on questionnaires to the parties. This questionnaire isolated five main areas of interest to academics — federal/provincial cooperation, international presence and competitiveness, tax on reading, student aid, and research. The Liberals, New Democrats, Progressive Conservatives and Reform Party all replied to the questionnaire. CAUT restricted its questionnaire to parties that had elected members in the House of Commons at dissolution. On the following pages, the questions are reproduced along with the parties' replies. No reply was received from the Bloc Québécois.

### Federal/Provincial Cooperation

1. Does your party favour the continuation of the CHST?
2. Does your party favour changes in the CHST? If so, what would these changes entail?
3. The concept of national standards in education has received considerable attention in recent years. What would your party propose in the area of post-secondary education? If your party favours the creation of national standards, how would they be developed? How would they be enforced?
4. Should the federal government require the free mobility of post-secondary students as a condition of continuing CHST payments to provinces? "Free mobility" would mean that provincial loans and grants would be fully transferable and out of province students would not be subject to higher tuition and fees.

### The Big Picture

What does your party see as the most important issues facing higher education leading up to the year 2000?

**LIB** — The Liberal government respects provincial jurisdiction in the field of education. It recognizes, however, the importance of investing in knowledge as a means of promoting economic growth and job creation in the global economy of the 21st century. It is only through knowledge, information and ideas that new products and services will be created. Investing in knowledge means adopting a broader notion of infrastructure. We must take this term beyond its traditional meaning, to include the components of future economic success — post-secondary education, knowledge, and innovation, for example. These are the building blocks of the new wealth of nations and it is in this infrastructure as well that governments must invest. Several measures in the 1997 Budget reflect the Liberal government's commitment to post-secondary education. These measures included improvements to the Canada Student Loans Program, tax relief to assist students and their families with the increasing costs of post-secondary education, and the establishment of the Canada Foundation for Innovation.

**NDP** — Canada's NDP sees affordability and accessibility to world class teaching and research institutions as the most important priorities for higher education. The Liberal Government's cuts to the CHST have led to higher tuition fees, excluding many talented young Canadians from the opportunities of a higher education, and have compromised the ability of colleges and universities to maintain their high standards of research and teaching.

### Federal support for post-secondary education begins with the Canada Health and Social Transfer...

— The Liberal Party

## The Future of Federal Transfers — What the Parties Say

**I**N THE PAST, FEDERAL/PROVINCIAL cooperation has been essential to the funding of higher education. Through the Canada Health and Social Transfer (CHST), the federal government currently transfers \$25.1 billion to the provinces for health, post-secondary education and social assistance. Are such transfers effective?

#### Liberals

Federal support for post-secondary education begins with the Canada Health and Social Transfer (CHST), a block fund transfer to the provinces and territories. Part of this support is paid through the transfer of tax points to the provinces and the rest through a cash payment. The CHST provides stable multi-year funding to the provinces through the year 2002-03. In 1997-98, it provides \$12.6 billion in tax points and \$12.5 billion in cash transfers, for a total transfer of \$25.1 billion to the provinces.

An important element of the CHST was the establishment of an \$11 billion floor below which cash payments to the provinces could not fall. This protected the provinces against reductions in cash payments resulting from higher than anticipated growth in the tax component of the CHST. A new Liberal government will enhance this protection and increase the resources transferred to the provinces for post-secondary education and other social programs by raising the cash floor of the CHST from \$11 billion to \$12.5 billion. This will increase cash payments to the provinces by \$700 million in 1998-99, \$1.4 billion in 1999-00 and 2000-01, \$1.3 billion in 2001-02, and \$1.2 billion in 2002-03.

#### New Democrats

**I**&**2** — Canada's NDP is opposed to the new federal-provincial arrangements under the CHST and to the dramatic cuts in social, health, and education transfers that have been imposed since the CHST was brought in. Canada needs new fiscal arrangements that include real national standards for social programs, standards that have virtually disappeared under the CHST. Canada also needs a federal government that is willing to make the financial transfers to the provinces to maintain an effective federal presence in these areas.

**3** — Canada's NDP stands for making accessibility a new national standard in higher education, an enforceable standard to be negotiated with the provinces. Such national standards are only possible if the federal government is willing to provide adequate transfers to the provinces, something that has not

been happening since the Liberals introduced the CHST.

**4** — Canada's NDP does not believe that there should be higher fees levied on out-of-province students. Under the national standard on accessibility we have put forward, a standard supported by adequate federal transfers to all provinces, there would be no occasion for out-of-province fee differentials.

#### Progressive Conservatives

**I**&**2** — A major part of the new Canadian Covenant will be a more fair and efficient way of funding our vital social services. Right now, taxpayers fund health care, education and training by paying taxes to as many as four different levels of government — municipal, regional, provincial and federal.

The federal government transfers its share of the money back to the provinces/territories, based on complex formulas. This means that provinces/territories, who actually

deliver these services, are at the mercy of the federal government for funding. This provides little certainty and thus makes long range planning very difficult. This must change.

A Jean Charest government will streamline the process and assure the provinces/territories and the public of fair and efficient funding by transferring equalized tax points. Transferring tax points simply means that the federal government will give up its ability to collect a portion of federal taxes to the provinces and territories. The total amount of tax Canadians pay doesn't change as a result.

This is a better system for several reasons. It gives the provinces and territories financial independence in providing social programs. Never again will a federal government be able to unilaterally slash health care spending by billions of dollars or to download its troubles onto the provinces and territories. This will mean greater accountability to the taxpayers who ultimately foot the bill, and greater input for Canadians.

Finally, transferring tax points will increase the availability of funding to provinces and territories for these services. That's because the value of these equalized tax points will increase over time as the economy and population grow.

Recognizing that tax points grow in value differently for certain provinces, a Jean Charest government will guarantee, either through direct funding or an increase in the equalization fund, that these payments continue to assist all regions in a comparable manner.

**3** — Whether students are headed for post-secondary educa-

tion or directly into the labour force, they need fundamental learning skills and basic knowledge. These are essential if they are to keep on learning, advance in their careers and achieve their personal goals. In short, the future of our youth and of our economy depends on whether today's students are being given a sound background in their primary and secondary schools.

A Jean Charest government will help ensure that all Canadian youth receive the basic knowledge and skills they need for their futures by establishing a Canadian Education Excellence Fund. The fund will provide matching funds to provinces and territories that participate in establishing inter-provincial standards for common curricula based on the model currently being undertaken by the western provinces and the work of the Canadian Council of Ministers of Education.

The fund will also establish a national testing institute in cooperation with the provinces and territories, academia and the private sector. The institute will administer testing of students in grades 3, 8 and 12 across Canada.

In those provinces that choose to participate, the fund will match dollar for dollar the cost of testing through the institute. In provinces that choose not to participate the institute will conduct voluntary random testing. All test results will be published and made available to parents in the case of individuals and the public in the case of school performance averages.

Our goal is to bring the federal leadership and coordination necessary to ensure that Canadian students have the highest quality education, benchmarked against our best educated competitors. The initial investment in this fund would be \$50 million.

**4** — Although education is primarily a provincial responsibility, the interests of Canada's young people are Canada-wide interests. The federal and provincial governments must work together to ensure that young people are receiving the best education in the world. To make this happen, the federal government and all sectors of Canadian society must work to achieve this common objective. Jean Charest will take a leadership role in making this happen.

#### Reform Party

**I**&**2** — A Reform government would make a significant change to the CHST. The CHST

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# Canada & the Global Economy — The Views of the Parties

AS THE 21ST CENTURY DAWNS, Canadian social and economic development will be key factors to tapping into the global economy. What should the next federal government do to ensure Canadians are prepared for the new century?

## Liberals

The Liberal government has identified the promotion of Canadian culture as one of the pillars of its foreign policy and international relations. Educational activities are a key component of our efforts to promote our culture abroad. For example, Canadian universities have been participants in Team Canada trade missions to Asia and Latin America.

The Liberal government has also established a network of educational centres to promote Canadian educational institutions to our trading partners. Centres have been opened in such countries as Mexico, China, and Indonesia. Canada's universities recognize our government's active role in promoting our educational sector. The Association of Universities and Colleges of Canada has commended the government for making the promotion of Canadian universities overseas, a foreign policy priority.

The Liberal government's Youth Employment Strategy, launched last February, contains a number of international internship programs for young people. These programs demonstrate the government's commitment to act as a catalyst for positive change in our increasingly global economy. International internships will help unemployed and under-employed youth acquire relevant experience in emerging and expanding Canadian industries with international markets.

## New Democrats

1 — The vitality and performance of the Canadian economy in the 21st century will be directly linked to the quality of the teaching and research that is provided by our post-secondary education, to the number of Canadians that have access to post-secondary education, and to the effectiveness of the links between universities, the private sector, and the community.

Canadian universities must receive the financial support necessary to maintain their ability to carry out world class research and offer access to that learning to as wide a portion of Canadians as possible. Universities are in a unique position to help Canadian enterprises and communities compete with the rest of the world, just as they must help Canadian students and communities learn about the rest of the world.

2 — Canada's NDP would support federal financial support for initiatives directed to improving Canadian students' knowledge of foreign languages and cultures.

- 3 — Yes.
- 4 — Yes.

## Progressive Conservatives

Our education system has to embrace the information age to prepare our young people to compete and win in the information economy. Canada has long been a world leader in telecommunications, so we have the expertise and experience required to help our schools and students connect with new technology and ideas.

What far too many Canadian communities lack is the information infrastructure — the actual, physical wiring — needed to connect our students to each other and the world through the information super-highway.

A Jean Charest government will lead the way in the creation of the information infrastructure that will wire Canada for success by:

- providing a ten year free right-of-way on federal lands/highways and waiving the usual government and CRTC fees for the construction of new fibre-optic cables that will help connect our schools with the world;
- working with all other levels of government to clear the barriers and remove the costs to building information infrastructure; and
- establishing a Centre for Digital Convergence in partnership with the private sector. It will serve as a physical and virtual centre bringing together key players from the computing, content and telecommunications sectors.

Our students also need the knowledge and equipment to participate in this new world. While an increasing number of families now have home computers and many schools are providing them for students, we are still far short of universal access for our youth.

Students with computers and the skills to use them enjoy an enormous advantage. For example, Nova Scotia's Acadia University provides each student with a laptop computer for a fee and the entire campus is set up to involve students in exploring and mastering the latest information technologies.

A Jean Charest government will help provide all Canadian students with the computer equipment and knowledge they will need for success by:

- offering loan guarantees for private sector firms to purchase and lease network computer systems to schools, providing a low-cost method for school boards to

have modern computers in every single classroom;

- offering similar loan guarantees to provide laptop computers to every university and college student who doesn't already have one; and

• working with the provinces to develop a Canadian "On-Line University" that will offer access to higher learning through the Internet.

We believe that every student in Canada deserves that same advantage. Our objective is to have the most computer literate country in the world.

## Reform Party

1 — Canada's universities will remain one of the key centres of growth in the Canadian economy, as the emphasis on life-long learning grows throughout the 21st century. As well, the electronic transmission of large amounts of information over long distances will become increasingly easy, allowing universities to reach out to a larger share of the population. Universities will be able to specialize to a far greater degree, due to their ability to meet with larger bodies of geographically-dispersed students and to bring together widely dispersed researchers.

2 — From a purely financial point of view, some share of the greater funding that Reform is proposing for post-secondary education could be used by universities to focus on training in these areas. As well, Canadians should be encouraged to take advantage of our very heterogeneous population, which includes a large number of recent immigrants and first-generation Canadians from precisely those parts of the globe (east and south Asia, Latin America) that have the greatest potential for economic growth in the first decades of the next century.

3 — It is unlikely that any direct federal intervention in this regard would be welcomed by the provincial governments, which have direct control over the universities. The provinces will have to decide whether to use some part of the \$4 billion in annual transfers for health care and post-secondary education proposed by the Reform Party for the purpose of helping their own universities market their educational resources overseas.

4 — In the fiercely competitive information-driven market of the 21st century, Canada will be able to maintain its leadership position only if it places additional emphasis on educating its own population. Allocating assistance to students from other countries should be evaluated in this context. ■

## International Presence & Competitiveness

1. Does your party see a special role for Canada's universities in the global economy of the 21st century? If so, what should that role be?
2. What federal initiatives would your party support to ensure that Canadians have the language skills and the knowledge of different cultures and economic systems required to compete in the global economy?
3. Should the federal government assist universities in marketing their educational resources overseas in order to attract foreign students?
4. Should the federal government provide targeted financial assistance so that more low income students from the poorest countries can study in Canada?

## The Big Picture

What does your party see as the most important issues facing higher education leading up to the year 2000?

PC — The global economy is shifting away from manufacturing, and is increasingly based on services and information. These industries demand constant flexibility as new ideas and technologies keep emerging, and their employees must be prepared to keep learning new skills and acquiring more specialized knowledge every day. The experts call it "the knowledge economy" and agree that opportunity and prosperity in the future will depend on people's learning opportunities and abilities. Unfortunately, Canada today seems ill-prepared to meet these challenges. Canadian students place near the bottom in comparisons with other OECD countries in key areas such as mathematics and science. This knowledge gap threatens to rob our youth of their chance to compete in the international marketplace of ideas and jobs. The problem does not appear to be a lack of money (we pay the most per capita for education of virtually any country in the world), but a lack of priorities and standards. We must stop measuring success by the amount of money spent, and measure instead by the results achieved.

REF — Canadian universities must deal with several issues, each of which relates to the ongoing revolution in information technology. There will be a tremendous increase in the ability of potential students to gain access to the resources of the universities, from library and archive materials to on-line lecture notes and televised or electronically transmitted lectures. This will cause a rise in demand for these resources. However, the ease with which potential users of these resources may now "shop around" between institutions will cause greater competition, and universities will be forced to provide a higher quality of service than has ever been necessary before. In such an environment, if Canadian universities are able to become more competitive, they will be able to gain a world-wide clientele. If they fail to keep up, they will be driven out of business. Similar changes will take place on the research side of universities (except that the effects of greater interaction and competition between institutions is already much further advanced in research).

**...the Canadian economy in the 21st century will be directly linked to the quality of teaching and research that is provided by our post-secondary education...and to the effectiveness of the links between universities, the private sector, and the community.**

— The New Democratic Party

## Tax on Reading

1. Does your party support the elimination of federal sales and import taxes on books?
2. Would your party support the elimination of federal sales and import taxes on periodicals with small circulations (perhaps less than 10,000)?

## Student Aid

1. Does your party favour continued federal funding of the Canada Student Loans Program at its present level? Or would your party increase federal contributions for student aid? If so, how and to what level?
2. Borrowing money to finance a university education can create a huge burden for borrowers when they graduate. Does your party support measures that would allow interest on student loans to be tax deductible (much like small business loans)?
3. Does your party support means tested federal grants (as distinct from loans) to targeted groups of students who are clearly in need of financial assistance? University stakeholders have called for such means tested grants for needy first year students (where drop out rates are the highest) and for single parents.
4. Does your party support the continuation of the current federal student aid regulations whereby unemployed or severely underemployed graduates may receive relief from loan payments for up to 36 months?
5. Does your party see any final limit to the amount of money students should contribute through tuition fees, to the "real" cost of their post-secondary education? Should the proportion of student contributions be at 10%, 20%, 50% or some other figure?
6. What would your party do to increase the number of women studying science and engineering at the university level?

## The Consortium on Renewing Student Assistance in Canada

A coalition to lobby for reforms in student aid. The coalition secured immediate success in the 1997 federal budget with tax changes for students and their parents as well as additional interest relief.

### The Coalition Endorses —

- Continuation of the Canada Student Loans Program
- Grants to low income 1st and 2nd year students
- Grants to students who are single parents
- Deferred grants to reduce student debt
- National Work Study Program
- Tax deductions for interest on student loans and carry forward provisions for educational expenses

### Coalition Members —

- Association of Universities and Colleges of Canada
- Association of the Canadian Community Colleges
- Canadian Alliance of Student Associations
- Canadian Association of University Teachers
- Canadian Federation of Students
- Canadian Graduate Council
- Canadian Association of Student Financial Assistance Administrators

**Our goal is to bring the federal leadership and coordination necessary to ensure...students have the highest quality education...initial investment in this fund would be \$50 million.**

— The Progressive Conservative Party

## Tax on Reading — Will the Parties Keep It?

FOR MANY YEARS, BOOKS AND periodicals were exempted from federal sales tax. The imposition of the federal sales tax and import taxes on books and periodicals has considerably increased the costs of learning and doing research in Canada. Key foreign research publications not only add on the Canadian tax but also hefty charges for processing required documentation. Thus, the cost to the government of collection and enforcement involving thousands of Canadian and foreign journals with tiny print runs is uneconomic.

### Liberals

The Liberal government implemented a 100 per cent GST rebate on all books purchased by public libraries, schools, universities, public colleges, municipalities and qualifying charities and non-profit organizations across Canada, effective October 23, 1996. This move was intended to complement government initiatives announced

in the 1996 Budget to support learning and education in Canada: an increase in the Education Tax Credit to recognize the non-tuition costs of schooling; an increase in the limits on the Transfer of Tuition and Education Credits to support parents or spouses who help underwrite the education of students; and an increase in the contributions limits for Registered Education Savings Plans to assist those who are saving for their children's education. These policies were further enhanced in the 1997 Budget. The special rebate saves the purchasing sectors approximately \$25 million a year.

### New Democrats

— Canada's NDP calls for the immediate elimination of the GST on all reading material.

2 — Yes.

### Progressive Conservatives

The Progressive Conservative Party is committed to sweeping tax

cuts, beginning with Employment Insurance premiums and personal income taxes in our first mandate. In our second mandate, there will be further scope for further tax reductions.

The PC Party recognized from the beginning that the GST would have to be fine-tuned after introduction. We see this as a continuing process. A Jean Charest government will listen to constructive ideas on ways to improve the way the GST operates. However, government must act with great caution. The benefits of any changes must be weighed both against the danger that these will further complicate the tax system, and against the potential cost.

### Reform Party

We will address this as part of a systematic review of the tax system which will include consultation with industry stakeholders and individual Canadians. ■

## Party Policies on Student Aid

THE FEDERAL GOVERNMENT has for many years contributed to student aid through the Canada Student Loans Program (CSLP). Because of rising tuition and fees, student debt levels in Canada are currently among the highest in OECD. An increasing number of students depend on the CSLP. Last year, students received \$619 million in assistance from the CSLP.

### Liberals

There is general recognition, both inside and outside of the country, that Canada has a high-quality, accessible post-secondary education system. A key factor in maintaining and increasing this accessibility has been the Canada Student Loans Program (CSLP). The Liberal government has initiated several changes in order to assist students and their families. In 1994 provision was made to increase loan limits by 57 per cent. From 1995 to 2000, students will benefit from loans and grants valued in excess of \$6 billion, which represents an increase of \$2.5 billion over the previous five years.

New grants have been made available to needy part-time students, women in doctoral studies in non-traditional disciplines, and students with permanent disabilities requiring special equipment and services in order to stay in school.

The 1996 Budget provided an additional \$80 million in direct federal tax assistance for higher ed-

ucation by increasing both the education credit and the limit on transfers of the tuition fee and education credit by 25 per cent.

The 1997 Budget built upon these initiatives by targeting support for three groups: students and their families; students facing high debt loads after graduation; and parents saving for their children's post-secondary education. Federal support for post-secondary education, aside from the CSLP, will increase by \$137 million in 1998-99, growing to \$202 million in 1999-2000, and to about \$275 million annually thereafter.

In addition, the amount used to establish the post-secondary education tax credit will increase from \$100 per month to \$150 per month for 1997, and to \$200 per month for 1998 and thereafter. Students will be able to carry forward unused tuition and post-secondary education credits indefinitely, to be applied against future liability.

The annual contribution level to RESPs was doubled to \$4,000 in the 1997 Budget. The lifetime limit remains unchanged at \$42,000. In addition, parents will be allowed to transfer RESP income into their RRSPs if there is room and if their children choose not to pursue post-secondary studies. Parents who prefer not to transfer the income to an RRSP will be permitted to receive the investment income directly, subject to a charge.

To assist students who face hardship in repaying their loans, the interest-free period has been extended from up to 18 months to up to 30 months. During this maximum 30-month interest-free period the federal government will pay the interest charges at a cost of \$20 million annually. Combined with the initial six months when no payments are required, this means unemployed graduates will have up to three years of help in managing their loans.

By 1998, these measures will mean that the average post-secondary student will receive roughly \$1,200 in combined federal and provincial tax assistance each year — up from \$900, a 33 per cent increase.

A new Liberal government will expand assistance to students with dependents by providing grants of up to \$3,000 per year to assist them with their education costs. This \$60 million annual investment will help up to 20,000 students continue their studies. Forty per cent of these students are already at the federal loan limit, making them among the neediest students in Canada.

### New Democrats

— Canada's NDP supports the maintenance of the Canada Student Loans Program at levels that meet the needs of Canada's students.

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# Research & Development — The Parties Respond

**R**ESEARCH AND DEVELOPMENT (R&D) efforts are important components of continued economic growth and competitiveness, as well as social and cultural development. Universities play a significant role not only in performing research, but also in providing the specialized education needed to train the next generation of researchers. The federal government has supported university research for many decades through the three federal research granting councils (Medical Research Council MRC, National Science and Engineering Research Council NSERC and Social Science and Humanities Research Council SSHRC). Since 1990, the funding for research through these councils has diminished significantly, while most of Canada's trading partners have increased their investments.

## Liberals

The federal government plays a significant role in the direct funding of university research through its granting councils. In recent years, however, it has become apparent that the research facilities at our universities, colleges and hospitals — have not kept pace with what world-class innovation and education demands. Much of our current research infrastructure is unable to keep pace with the demands of world-class research and higher education, and require new investment. For this reason, the Liberal government announced the establishment of the \$800 million Canada Foundation for Innovation in its 1997 budget.

The focus of the Foundation will be to support research infrastructure in the areas of health, the environment, science and engineering. It will be set up outside of government and will operate as an independent corporation at arm's length from government. Through

partnerships for individual projects, be it with research institutions themselves, with the private sector, or with the provinces, the Canada Foundation for Innovation's resources are expected to lead to up to \$2 billion in needed investment. This fund will help provide our universities, colleges and research hospitals with the laboratories and equipment they need to complement their own efforts at innovation. This in turn will encourage more young researchers to pursue their careers in Canada, and enable our institutions of higher learning to produce more graduates with an advanced understanding of the most recent developments in science and technology.

## New Democrats

1 — Canada's NDP would reverse this year's \$550 million cut in federal support for community colleges and universities, and increase capital and research funding to restore and renew our post-secondary institutions and research agencies. Beyond restoring the ability of the MRC, NSERC, and SSHRC to carry out their roles effectively, we support technology transfer programs at post-secondary research institutions, programs which will promote economic benefit from Canadian research activities and improve employment opportunities for young graduates.

2 — While we are not proposing a target for R&D spending as a proportion of GDP, Canada's NDP would make it a priority to improve Canada's performance, both in the public and private sectors. With business spending on R&D in Canada at only one third the American level, Canada's NDP thinks that mechanisms must be found to encourage more responsible private sector behaviour.

3 — Canada's NDP endorses the future creation of chairs

in areas of studies of national interest.

4 — Yes.

## Progressive Conservatives

The transition to an information economy and the need for specialized skills are transforming the workforce of tomorrow. The new jobs of the future will almost all demand training beyond secondary school and require us to build a culture of life-long learning.

A Jean Charest government will reinvigorate the federal "Centres of Excellence" program by working with government, private sector and academic experts to develop new partnerships for high-level teaching, research and development, investing an additional \$25 million in this vital program.

## Reform Party

1 — A Reform government would increase federal-provincial transfers for post-secondary education and health care by \$4 billion per annum. If provincial government chose to devote some of this extra funding to new research funding programs, or to redirect some of this funding to MRC, NSERC or SSHRC, this would be entirely satisfactory to us.

2 — A modern economy can remain competitive only if a substantial proportion of its efforts are devoted to R&D. Government should develop tax rules that encourage private-sector spending on R&D. Setting a percent-of-GDP target may be a useful guide to the form and level of the appropriate tax expenditures.

3 & 4 — Our preferred approach would be for provincial governments to make the decision as to whether to use a portion of the \$4 billion annual increase in post-secondary education and health care transfers proposed by Reform to create such chairs. ■

## Research

1. Will your party commit itself to the restoration of funds for MRC, NSERC and SSHRC to 1990 levels during the mandate of the next government? If not, does your party have any other plans to increase the direct funding for university researchers and graduate students in the short or the long term?
2. Would your party support a target of a percentage of GDP devoted to R&D efforts? If so, at what level, on what basis and in what time?
3. The federal government has in the past created chairs in universities in areas of national interest (i.e. environmental studies), usually through a system of matching grants. Would you continue this tradition and if so, in what areas?
4. There are currently federally funded chairs of Women's Studies in five provinces. Would you consider funding chairs in the other five provinces?

## The Effects of R&D Cutbacks

Canada's R&D effort remains well below the OECD average. In the past three years R&D by the private sector has increased somewhat. These increases have been offset by reduced funding for university and public sector research.

The Software Human Resources Council, which is financed by the federal government and the industry, announced recently that there was a shortage of 15,000 programmers in Canada at the moment — a number which would rise to 20,000 by the turn of the century. The response of the industry has been to persuade the government to relax immigration restrictions for computer programmers rather than to increase salaries to keep Canadian programmers in the country or to expand their in-house training capacity which runs at about half the level recommended by the Council. The industry also opposes any move to tax companies that do not meet this standard in training or to give tax breaks to those who do. Nor does there seem much interest by the federal government for increases in the funding of universities and colleges to produce more graduates.

The Ottawa Citizen reported that when the federal government budget cuts killed nuclear research at Chalk River Laboratories in March many of the scientists, formerly employed by Atomic Energy of Canada Ltd., secured jobs in the United States almost immediately thanks in part to the US Department of Energy which set aside \$500,000 to help U.S. labs and universities hire the Chalk River researchers. The exodus leaves Canada with almost no top nuclear physics researchers. Even before Natural Resources Canada cancelled the \$6.5 million in annual funding the international physics community was calling for its continuation. More than 700 scientists — including six Nobel Prize winners — published an open letter to the government of Canada last year urging that the cyclotron research at the Chalk River location continue. The \$70 million cyclotron is shut down at Chalk River and scientists speculate it has probably suffered serious damage in sitting unused at room temperature.

**A modern economy can remain competitive only if a substantial proportion of its efforts are devoted to R&D. Government should develop tax rules that encourage private-sector spending on R&D.**

— The Reform Party

# The Future of Federal Transfers

## FROM PAGE 4

will be internally divided into two separate transfer programs, covering health care and post-secondary education, and we will increase this total transfer by \$4 billion per annum. As well, we will wind down the welfare portion of the transfer and completely return welfare funding to the provincial governments.

3 — Decent standards of service in any area, be it education, health or anything else, cannot be achieved without adequate financial resources. We believe it is hypocritical

of the Liberals to present themselves as the defenders of "national standards" while at the same time cutting \$7.5 billion out of the CHST which the provinces rely upon to provide services at the level Canadians expect.

The Reform Party will commit an additional \$4 billion a year to the provinces in health and education funding, which we believe will help to make up for the damage caused by Liberal cuts.

We support the federal government assisting in the creation and maintenance of national standards,

(for example, through cooperative inter-provincial agreements on a "national matriculation standard," or by issuing a "national report card" on the status of education in each province). We believe such programs could be implemented without infringing on the provinces and would place pressure on provincial governments to develop competitive education systems.

4 — Free mobility of students would be a reasonable condition of provincial access to the additional post-secondary education funding proposed by Reform. ■

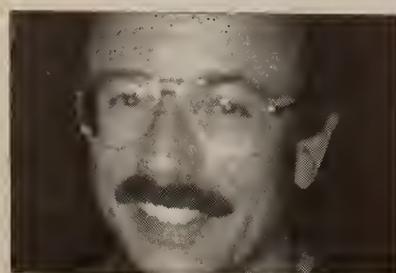
## Message from the Canadian Consortium for Research

The Canadian Consortium for Research (CCR) consists of 22 organizations that represent 50,000 scientists and researchers and 400,000 university students across Canada. CCR's primary concerns are the development and funding of research in all sectors, and the support of post-secondary education.

**Positive Steps** — Through the following measures contained in the federal budget of February 1997, the government has demonstrated a commitment to post-secondary education and to investing in Canadian research capacity and science and technology initiatives: the creation of the Canada Foundation for Innovation, a fund for the renewal of research infrastructure in universities, hospitals and research institutes; on-going support for the Networks of Centres of Excellence program, which bring together university and private sector researchers; continued funding for the Industrial Research Assistance Program, designed to make expertise in government laboratories and universities available to small and medium-sized companies; tax and repayment changes to assist students — representing investments in people.

**Negative Steps** — Reductions of more than \$4 billion since 1994-95 in the transfers to the provinces have placed universities in dire straits with respect to paying for operating costs. This situation has negatively affected the ability of universities to retain their best faculty members, maintain their physical plant and facilities, sustain their libraries, and provide even minimal technical support for research. Concurrent reductions in granting council budgets have compounded the problems.

**Future Needs** — Canada must compete effectively in the global economy. To do so, our investment in S&T, currently at the bottom end of all G-7 countries, must be significantly increased. Direct support of basic and applied research in universities through the three research granting councils is dropping significantly — too much potential is being left by the wayside. Support of this research must be increased and stabilized. Transfers to the provinces for indirect costs of post-secondary institutions have been drastically cut. The means of supporting or covering these indirect costs of research at universities must be devised. Research in the social sciences and humanities is critical to our understanding of the social, cultural and economic challenges facing Canada. Together with the medical and natural sciences, research in these fields will enable Canadians to adapt to the demands of a new knowledge-based society. Strong and stable support for the social sciences and humanities will enable Canada to meet these objectives. Post-secondary education must be affordable. The CCR supports the measures put forward in January 1997, by seven national organizations representing universities, community colleges, students, faculty and student aid administrators. These measures include special opportunity grants, deferred grants, a work-study program and tax changes. Government laboratories are an integral part of our S&T capacity. Cuts to federal departments are resulting in drastic reductions to the work of these laboratories with little apparent regard given to the implications of the changes for universities, other government departments, or the private sector. A comprehensive assessment, with external input, is urgently needed.



Paul Hough — Chair of the CCR

## Party Policies on Student Aid

### FROM PAGE 6

2 — Canada's NDP supports a tax system that treats Canadians paying off student loans in a supportive and equitable manner.

3 — For many Canadians, both those entering higher education directly out of high school and those upgrading their skills, a loan is not sufficient. High rates of youth unemployment mean it is very often impossible for young Canadians to earn enough to support themselves during their studies, even with the assistance of student loans. Single parents, those with disabilities, and others, have a difficult time earning enough in any situation. Canada's NDP is therefore proposing a student assistance program, directed to those in financial need, to give all qualified students access to post-secondary education.

4 — Yes.

5 — Canada's NDP stands for an education policy that works towards a steady reduction in tuition fees over time.

6 — Canada has a shameful record when it comes to providing women with the training and opportunities available to men. Canada has the second highest incidence of low-paid employment for women (34.3 per cent) among OECD countries, and an economy where only 20 per cent of women have full-time, full-year jobs which pay more than \$30,000 a year. Making sure that more women have access to the kind of training that will give them better opportunities, including training in science and engineering, must be an

important goal for Canada's education system.

Canada's NDP supports development in primary, secondary and post-secondary education to generate an educational culture in the sciences that is welcoming and accommodating to women. Women in science and engineering programs, as in other fields, need to be supported with quality, affordable daycare, financial assistance for single mothers attending post-secondary institutions, and maternity leave from academic programs.

### Progressive Conservatives

A Jean Charest government will help make it possible for more students to go to universities and colleges by:

- starting a \$100 million Canadian merit scholarship program that will open the doors to higher education for 25,000 needy students with the top marks in a scholarship exam covering core subjects;

- working with interested provinces to help coordinate and institute universal student assistance programs backed financially by the private sector. Assistance will be made available to EVERY student. Students will pay the loans back after graduation, with the payments determined by their personal level of income; and

- giving provinces the flexibility and tools to properly fund post-secondary education through the tax points transfer.

### Reform Party

1 — We support the existing Canada Student Loans Program

and do not plan to change either its source or level of funding.

2 — Preston Manning has taken a personal interest in this issue, and has become a leading advocate of the concept of income-contingent student loan repayments. Under this arrangement, the rate at which student loans are paid back would be determined, either entirely or in part, by the income level of the former student.

3 — Reformers believe that entrance to university should be determined exclusively by academic merit. Access to public funds, whether in the form of grants or of loans, should be determined by an objective measure of need, rather than on the basis of targeting any particular group.

4 — This provision could be addressed as an aspect of a new income-contingent loan repayment scheme.

5 — Our preferred approach would be for provincial governments to make the final decision as to whether to use a portion of the \$4 billion annual increase in post-secondary education and health care transfers proposed by Reform to place a permanent cap on tuition fees.

6 — We believe that entrance to academic programs should be determined entirely by academic merit and the interests of prospective students. We note that as traditional gender roles change the number of women entering engineering and science programs will continue to increase. ■

## The Canada Council & the Red Book of Broken Promises

THE CANADA COUNCIL fosters and promotes the study, enjoyment and production of works in the arts. The Council also coordinates Canadian participation in UNESCO activities abroad and in Canada. It functions very much like a granting council with over 90 per cent of its budget allocated to provide assistance to individual artists and arts organizations. Traditionally, the Canada Council has been an important source of financial support for fine arts programs in Canadian universities.

In the *Red Book*, the Liberals speak of the importance of cultural development, "culture is the very essence of national identity, the bedrock of national sovereignty and national pride. It gives meaning to the lives of every Canadian and enriches the country socially, politically and economically." The

*Red Book* goes on to chastise the Mulroney government for reducing the budgets of the CBC and the Canada Council. The Liberals argue that these cuts indicate their "failure to appreciate the importance of cultural and industrial development." With a Liberal government, the *Red Book* leads us to believe that things will be different.

Things are different. They are worse. The Liberals have continued the Tory precedent, only more aggressively. Since 1994 the budget of the Canada Council has been slashed an additional 10 per cent. The Council has responded by restructuring its administration and trying to do more with less. Many funding areas have been re-profiled. This has led to programs being eliminated and funds directed towards other initiatives. The concern for many in the arts community is

that the re-organization of programs has been driven by administrative rather than strategic concerns. Programs have been cut, not because they were not effective or valuable, but because they were more complicated or costly to administer.

One can only speculate that with even further administrative cutbacks, funds will be less effectively targeted, awarded and evaluated and longer term strategic planning will suffer or perhaps be non-existent.

In the 1997-98 budget, the Liberals announced a further cut to the Council's budget. One month later, in their election platform, they've promised to allocate an additional \$25 million to the Canada Council in 1997-98 and an additional \$25 million in subsequent budgets for the next four years. ■

# Student Aid — Where Do We Go From Here?

*The present Canada Student Loans Program continues until 1999. However, the new government could authorize a wide-ranging review before then.*

IT HAS BEEN OVER FIFTY YEARS since the Canadian government signed the Universal Declaration of Human Rights which declared that access to higher education should be available equally to all, based on merit. In accordance with the UN Declaration, CAUT has always maintained the position that a university education is a public good and that society has an economic and social interest in making resources available to realize these goals. To this end, CAUT has supported the principle that there should be no tuition charged at accredited universities and colleges.

In the present fiscal climate, these rights/goals can seem almost utopian. Yet when polled, a majority of Canadians would agree that post-secondary education should be available to all those who qualify. Nevertheless, many governments in Canada want to revert to an earlier period when higher education was not a right. Neither for that matter, was secondary education.

Since 1995, reductions of more than \$4 billion in transfer payments to the provinces have meant program cutbacks and tuition increases. In 1996, the government increased loan limits to Canada Student Loan participants. In 1997, the government introduced interest relief for up to 30 months for recent graduates who demonstrate financial need.

CAUT is working with AUCC, CFS, CASA and the student aid administrators which has developed a package of realistic changes to federal student aid policy. What we need is a commitment from the federal government.

## The Present

Provincial and federal governments have never worked together to determine what it would take to make post-secondary education available to everyone who qualified. The approach to accessibility has been more ad hoc, with increasing emphasis placed upon providing aid to individuals. In this context, the role of a comprehensive national student aid plan takes on great importance. The purpose of the plan would be to implement a mix of loans, grants and targeted initiatives that promote equal opportunity.

It is important that any student aid plan be national in scope but recognizing that Quebec has developed a separate plan. Canada's economy still relies on its strong natural resource base. There is no

getting around reality: some provinces are more endowed with marketable natural resources than others. No matter how creative or well-implemented provincial programs may be, some provinces do not have the resources to ensure that their citizens receive the same opportunities that are available to residents in other provinces.

A comprehensive student aid plan needs to look at the different stages of an individual's life and create interventions that address need at these various stages. A comprehensive plan could take the form of a targeted grant program for students who are about to enroll or who are presently enrolled in a program, a system of deferred/back-end grants programs that provide relief to recent graduates who are faced with large debt-to-income ratios and reformed fiscal measures that make the tax system more education friendly.

## Targeted Grants

The federal government presently administers three special opportunity grants programs (SOGs). It is a new initiative with grants targeted to part-time students, students with disabilities and female doctoral students. Presently, the federal government provides the financing and the provinces assess the individuals and administer the funds.

Research in the United States has shown that up-front grants have a significant effect on retention of low-income, full-time students who are in their first or second year of a university program. Following the US example, providing a program of grants for high need first year students will most likely improve retention and encourage other qualified students with limited resources to apply for university.

Another high need category is single parents. Single parents as a group tend to have the highest debt levels. Moreover, a post-secondary education is an important asset for many of these students as they try to escape from poverty and build a better future for their families.

## Work Study

Canada needs a national work study program. A newly-formed Consortium on Renewing Student Assistance in Canada envisions a program that would have the federal and provincial governments working in partnership to provide a system of matching grants and wage

subsidies. Not only is work study an important form of financial assistance, it also allows students to gain valuable job experience.

It is imperative, however, that any work study program contain parameters. For example, there should be a limit on the number of hours a student can work per week. Research indicates that after ten hours of work a week, a student's academic performance deteriorates. In addition, any work study program should be carefully designed not to displace existing workers. Furthermore, institutions should have the flexibility to set student wage levels, as labour markets and the cost of living can vary significantly across Canada.

## Deferred Grants

Deferred or back-end grants address the problem of increasingly unmanageable debt-to-earnings ratios and unstable incomes after graduation. Students who graduate with unmanageable debt would apply for a one time lump-sum grant to reduce the total principle owing. The one time grant would reduce the student's debt to a point where no further assistance would be required. These grants are a way of targeting aid to students with high debt-to-earnings ratios and avoid inequities that are found in existing loan remission programs.

## Tax Measures

In its most recent budget, the government announced tax reform measures that make it possible to save more money in tax deferred registered education savings plans and to include other university fees in the total non-refundable tuition tax credit. Not included in these measures however, are provisions that would allow interest paid on student loans to be tax deductible. Not only would these deductions make debt loads more manageable but it might also encourage individuals, who are reluctant to go into debt to finance their education, to see post-secondary education as an important investment in their future.

The present Canada Student Loans Program continues until 1999. However, the new government should authorize a wide-ranging review before then which should hear from loan recipients and student aid officers across the country. ■

This month's student aid feature was provided by Elizabeth Cahill of CAUT.

## Message from the Canadian Federation of Students

While the age of our members is diverse, a significant proportion fall into the 18-24 year old demographic. Statistics show that this age group has the lowest voter participation in federal elections.

One of our jobs in this federal election is to encourage our members to vote for candidates who support an accessible, high-quality, public system of post-secondary education, and to convince other voters to do the same. Among the non-student vote, the Federation will target its message at parents.

In a Dec. 26, 1996 *Globe and Mail* article, it was reported that a cross-section of the Canadian population felt the Liberal government was vulnerable on the erosion of "universal access to public post-secondary education" due to the cuts it imposed. The article further reported that the concern came primarily from three groups: parents with infant children, who were concerned that their children would not be able to afford to attend college or university in twenty years time; parents with teenagers who feared that their children would not be able to pursue post-secondary education in five to ten years; and finally, parents with "college or university aged" children who feared their children would not be able to afford to finish their degree or diploma.

With its aggressive campaign over the last three years to promote the rising costs of education and debt accumulation of students, the Federation has been successful in getting its message to this important group. During the election campaign, we will tap into the concerns of parents.

**Main Issues in Election '97** — The main issues of our campaign will focus on effects of the federal government cutbacks to post-secondary education.

Specifically, these issues include the skyrocketing costs to attend college and university; the crisis of student debt accumulation; and the danger of the emerging two-tiered post-secondary education system with further privatization and corporatization of our public colleges and universities.

**Federation Radio Ad** — The Federation has produced a 30 second ad highlighting the main issues for students in this election campaign. The purchasing of radio airtime is relatively inexpensive and is a medium that can reach both our membership and our target audience. The Federation has compiled dozens of rate sheets from radio stations across Canada. If your faculty association is interested in purchasing air-time in your area, please contact Simone St. Pierre, Communications Coordinator, at media@cfs-fce.ca for more information.

**Visit the Federation's Election '97 Web Site** — The Federation has created an Election '97 web page. The site contains information important to making an impact during the federal election. The site address is [www.cfs-fce.ca/election97](http://www.cfs-fce.ca/election97).

**...vote for candidates who support accessible, high-quality, public post-secondary education...**



Brad Lavigne — National Chairperson of CFS

PHOTO: TODD BUTTERHAM

## Message from the Association of Universities & Colleges of Canada

AUCC's election strategy has three key components: collecting and disseminating information on the five main parties' positions on higher education and research in Canada; securing commitments favourable to the higher education community from party leaders and local candidates of all parties; and raising public awareness of the importance of higher education and research to the future of Canada.

For our election efforts, AUCC has chosen to emphasize two critical higher education issues in particular: student assistance and research.

On the issue of student assistance, we will emphasize that the best ticket to opportunity for young Canadians is access to learning. University graduates have an unemployment rate which is half that of the population as a whole. Also, by maintaining and enhancing its investment in student aid, the federal government can play a major role in ensuring fairness, equity and opportunity for Canadians regardless of their economic circumstances or geographical background. For three decades, the federal government has been helping hundreds of thousands of Canadians on their road to success with the Canada Student Loans Program. However, a new challenge has recently arisen in student aid: rising student debt. The federal government could play a leadership role in accessibility to education by building on the present Canada Student Loans Program and the measures recently announced in the February 18th budget to introduce a package of targeted measures to alleviate student indebtedness, including up-front grants, deferred grants (e.g. income-based remissions, or enhanced interest relief) and improved job opportunities for students.

On the issue of enhancing Canada's research capability, we will emphasize that to sustain itself as an innovative society, Canada must produce a steady stream of new ideas, a well-educated workforce and have mechanisms for the effective flow of knowledge between partners in our national system of innovation. However, Canada cannot rely solely on enhancing the productivity of its existing R&D investments; it must also expand the scope of its R&D efforts as a whole in the private, public and non-governmental sectors. We need to build on the excellent measures on research in the last federal budget if we are to truly foster innovation and ensure that our best and brightest scientists remain in Canada. The federal government must renew its commitment to increase the overall research effort with support programs directed at promoting research careers and knowledge transfer and ensure the health of the research base by gradually increasing the base budgets of the three federal granting councils. Social science and humanities research is integral to Canada's research effort, to the country's competitiveness and to how we develop as a society. The federal government must work in partnership with universities across the country to transfer this knowledge from universities into our communities to help community groups address a range of social problems and opportunities.

Wherever possible, AUCC will work with our partner organizations at the national level to raise the profile of higher education and research issues during the election campaign.



Robert Giroux — President of AUCC

## Bill C-32 — Phase II Finale

AS READERS OF THE BULLETIN will know, phase II of Bill C-32 was "hijacked" by the Heritage Committee when a large number of amendments were tacked through the committee in December of 1996 without any significant debate.

The result unfairly favoured the interests of publishing and creator groups and read as though drafted by one of the licensing agents.

Late in the day on Mar. 20, despite the lobbying efforts of education and library groups, Bill C-32 passed third reading just prior to the parliamentary Easter break. Only the Reform Party spoke out in opposition.

Phase II of the copyright legislation was to balance the interests of users and creators. It was to follow-up phase I legislation, which addressed the needs of creators.

In its present form, the legislation requires that licensing fees be paid to the monopoly CANCOPY, when any copyrighted material which is "commercially available" is copied for educational purposes.

### The Position

The Bill was referred to the Senate Standing Committee on Transport and Communications in early April.

In a press conference on Mar. 25 CAUT joined 12 other organizations representing educators, students, librarians, booksellers and broadcasters asking the Senate to hear their concerns and to amend the Copyright Bill. The coalition was united on the need for reasonable exceptions.

The coalition emphasized that the restrictions which were put in place by the December amendments ignored the rights of students and educators.

The coalition called upon the Senate to provide "sober second thoughts" and to make the necessary amendments to restore balance and to protect the public interest.

In addition to the press conference, CAUT and its coalition members lobbied the Committee on Transport and Communications. CAUT urged the senators to remember that the phase II legislation was originally designed to protect educators and libraries.

### The Presentation

On Apr. 14 CAUT, the Association of Universities and Colleges of Canada, the Association of Canadian Community Colleges, the Canadian School Boards Association and the Canadian Teachers' Federation made a two-hour presentation before the Standing Committee.

CAUT presented a detailed brief reiterating its request for specific amendments as well as emphasizing the need to limit the applicability of the criminal provisions in cases of minor infractions.

While Senators Kinsella, Forrestall, Spivak and Johnson asked several questions, the government members of the Committee made no specific inquiries of the witnesses.

The Committee submitted its report on Apr. 21 and while the Committee made few concrete recommendations there were two of interest to Canadian professors and librarians: "that the used textbooks not be made subject to the import restrictions unless there is compelling evidence that their sale in Canada is adversely affecting exclusive Canadian distributors and that there is an overriding public interest that the importation of such books should be restricted" and given the divergent views expressed before the Committee "that the review of the implementation of the Act be within three years of the Act's coming into force in order to monitor developments under revised legislation and to assess progress on the phase III revisions." This would replace the five year period required by the Bill.

### The Promise

In a letter tabled with the Committee, the Minister of Canadian Heritage, Sheila Copps, made the following commitment: "I undertake, therefore, that within three years after the coming into force of section 92 (1), I shall cause to be laid before both Houses of Parliament a report on the provisions and operation of this Act. This will allow sufficient time to assess the impact of the renewed Act, including any recommendations for amendments to this Act. This will allow sufficient time to assess the impact of the renewed Act and to bring about any changes that may be required in the new communications environment."

The minister also stated to the committee that she would not invoke the provisions of the legislation concerning used university textbooks.

### The Pitch

The motion to read the Bill a third time took place on Apr. 26.

During the debate Senator Spivak (Progressive Conservative) addressed many of the outstanding concerns of both user and creator groups and lamented the haste with which the Bill was pushed through the House.

Senator Kinsella (Progressive Conservative) spoke about the frustration of the entire Canadian educational community. He spoke eloquently concerning the issues raised by both CAUT and the Association of Universities and Colleges of Canada in their presentations before the Committee.

At the end of his address, Senator Kinsella moved three amendments which dealt with the time limits for review of the Bill, the definition of commercially available, and the restrictions on used textbooks.

### The Present

While certain members of the majority seemed to support the amendments on the floor they were voted down by resounding "nays" in order to pass the Bill before the election was called. Third reading was passed on division on Apr. 26.

### The Push

The push is now on for the revision and amendment of this Bill within three years in accordance with the letter of Minister Copps to the Committee.

In addition, phase III will be shortly upon us and continued participation in areas such as databases and the information highway will be imperative.

However, in the brief interim between phase II and phase III, we should pause to celebrate the following gains for higher education: the definition of perceptual disability has been broadened to include the hearing impaired; interlibrary loan is now permitted — including the use of intermediate digital technologies such as Ariel (s. 30.2 (5) and 30.2 (5.1)); an archive may now copy for a patron an unpublished work if the rights owner consents or cannot be located (s. 30.21); and a library, archive or museum or person acting under the authority of the foregoing institutions may copy a single article from a scholarly, scientific or technical journal for a patron. ■

This legislation is inconsistent with copyright law in other industrialized nations and clearly favours, in the restrictions in educational exemptions, the interests of creators over the interests of public educational institutions. The legislation also allows for criminal sanctions for those who violate copyright law, regardless of their intent or how trivial the amount of money involved.

Interlibrary loan and access for the disabled were granted exemptions from copyright legislation but were limited by the definition of "commercially available."

In addition, provisions were made for a person acting under the authority of a library, archive or museum to copy a single article from a scholarly, scientific or technical journal for a patron. An archivist may also make a single copy of an archival record for a patron for research or private study purposes.

Background: February 1997, April 1997, CAUT web site [www.caute.ca](http://www.caute.ca). The report of the Senate Committee can be found on the web site [www.parl.gc.ca/eng/lis/senare/deb-e/deb-e.htm](http://www.parl.gc.ca/eng/lis/senare/deb-e/deb-e.htm).

This month's copyright feature was provided by Cynthia Westaway of CAUT.

# The Liberal Record on R&D

*Are the Liberals committed to developing a comprehensive science and technology policy that stresses innovative interventions, to ensure that Canada will be able to compete in the emerging knowledge-based global economy?*

**I**N THE LATE 1980S THE LIBERALS often spoke of the importance of research and development. As opposition MPs Liberals were quick to point out Canada's poor performance in funding R&D compared with other G-7 countries. In 1989 M.P. Rey Pakkanen said in the House of Commons "It is absolutely necessary for the Canadian government to increase spending in the area of research and development." In the same year Jim Peterson asserted that "We [in the Liberal Party] do not think that our young people should be handicapped because the government is not prepared to do as much as other governments in the world are prepared to do in terms of creating a technological base and the research and development critical for it."

The Red Book devotes a section to the importance of research and innovation. The Red Book also acknowledges that Canada's investment in R&D is at the bottom of the G-7 countries and that other nations around the world have implemented policies that give their industries a competitive advantage. While it is not explicitly promised, the Red Book gives the reader the impression that a Liberal government would be committed to creating a comprehensive science and technology strategy.

Since assuming office the Liberal government's number one priority has been deficit reduction. This priority has made it very difficult for the government to provide consistent support and direction for research.

In the 1995/96 budget the Liberal government introduced the Canada Health and Social Transfer (CHST). The CHST replaced the Established Programs Financing system of transfer payments that financed post-secondary education in Canada. Since the introduction of the CHST, cash transfers to the provinces have been reduced by more than 31 per cent.

Not only did the CHST mean an overall reduction in federal money going to the provinces, it also meant that federal funds were not targeted in any way. This gives individual provinces the power to determine their own spending priorities for health, post-secondary education and social assistance. Not surprisingly, provincial cutbacks in operating funds to universities have been dramatic. The CHST, more than any other government intervention, has diminished the ability of universities to support research activities.

The granting councils are the primary instruments for direct federal support of university research. In the 1995/96 budget Finance Minister Paul Martin announced that he was freezing the budgets of the granting councils, but not cutting them. He said this reflected "the priority we place on R&D." In 1996/97 budget, the government announced that not even the granting councils would be spared over the next three fiscal years. Over the last three years, when budgets are adjusted for inflation, MRC has had its budget slashed by 17.9 per cent, NSERC was cut by 11.8 per cent and SSHRC has had its budget reduced by 12.9 per cent.

In addition to cuts to transfer payments and the granting councils, the government has also cut budgets to government organizations that collaborate with the university community and provide much needed research support — the National Library almost 36 per cent — the National Archives 18.6 per cent. The government has also cut funds to the research facilities of Atomic Energy Canada Limited and to the Ministry of Fisheries and Oceans.

In the 1997/98 budget the government committed \$800 million over the next five years to establish the Foundation for Innovation. The Foundation, designed to support infrastructure, will provide matching grants to support the development of laboratories, field stations, databases, software, computer hardware and other networking technologies.

The budget also designates the Networks of Centres of Excellence Program as permanent, funded at \$47 million per year. The Networks of Centres of Excellence Program is designed to promote private sector collaboration in research, dissemination of research results and development of commercial applications.

The Industrial Research Assistance Program, at the National Research Council, is another federal program which supports collaborative research and diffusion of technology between university researchers and small businesses. This program has been targeted by the Liberal party to receive an additional \$136 million over the next four years should the party be re-elected.

In looking at the Liberal's record, what is missing is a coherent and realistic science and technology strategy for Canada. All the

rhetoric about the importance of research and development and Canada's poor performance in innovation and productivity means little if there are no clear goals established for improvement or a corresponding strategy for realizing these goals.

When the Liberals came to power, they launched a full scale review of Canada's science and technology policies. Many stakeholders from business, government and the academic communities participated in the process. In March 1996 the government published "Science and Technology for the New Century." This document was supposed to be the government's vision for science and technology policy into the next century. Instead it focused on the government's in-house research and ignored the contributions and the role of the university sector.

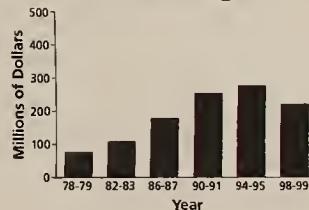
The document stresses the federal government's responsibility to promote innovation, but also states that in the coming years government research budgets will be reduced. In light of these reductions the document stresses the importance of doing more with less, creative partnerships with the private sector and an increased emphasis on dissemination and commercialization of research results. The document does not make any mention of Canada's poor performance in R&D in comparison with other industrialized nations and the economic consequences. Nor does it mention that Canada's R&D effort, as a percentage of GDP, peaked in 1993 at 1.63 per cent.

To be fair, it is a complicated dynamic. The real slacker with respect to R&D in Canada is the private sector. In 1993, private sector investment in R&D as a percentage of GDP was less than half of what it was in Sweden, the US, Japan, Germany or France. Moreover, previous interventions to promote private sector R&D have not been successful. Canada's system of tax incentives is considered to be quite generous by OECD standards and yet it has not achieved significant results. Yet, this distinctive Canadian dynamic points to the importance of developing a comprehensive science and technology policy that stresses innovative interventions, to ensure that Canada will be able to compete in the emerging knowledge-based global economy. ■

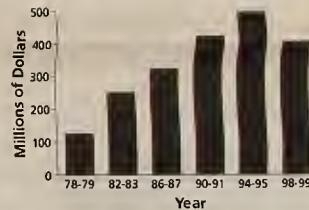
## Government Support for Research & Development

Economic success today depends increasingly on a steady stream of new ideas, a well-educated work force and mechanisms for the effective transfer of knowledge between the laboratory bench and the marketplace. Research and development is a key element in that innovation process. It determines a country's capacity to sift through the knowledge produced worldwide, to adopt and adapt the best, to add value and, ultimately, to produce new ideas, technologies, products and services that we can sell in the global marketplace.\* In Canada, the level of research and development or at least the federal government's support for it is best measured by examining the funding levels of the three granting councils, MRC, NSERC and SSHRC.

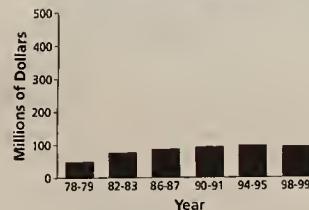
### MRC Budget



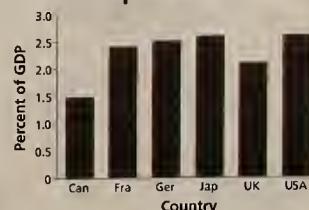
### NSERC Budget



### SSHRC Budget



### R&D Expenditures 1993\*



This month's R&D feature was provided by Elizabeth Cahill of CAUT.

\*SOURCE: OECD, TRENDS, 1996

## The New CAUT Web Site

Finally a web site built to satisfy the needs of academics in Canada. It has information on collective bargaining, tenure, accountability and performance indicators; quick and easy links to other faculty associations; plus up-to-date news on the issues affecting teachers across the country. It has all you need to know. It's new. It's improved. Why not check it out today?

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# Inquiry into the Complaint of Prof. Wilfred Cude

FROM PAGE 2

The AF&T Committee's decision to write its own report is based on section \*11 of the CAUT's Policy Statement on CAUT Investigational Procedures. Although the AF&T Committee's findings of fact are drawn from the evidence contained in the Committee of Inquiry's draft report, the AF&T Committee alone is responsible for the present report's contents, conclusions and recommendations.

## Chronology

1989

**Fall** — The English Department discussed staffing needs at several meetings.

**Nov. 10** — Staffing needs were identified as Nineteenth Century; Shakespeare; Romantics; Modern British Literature.

1990

**Jan. 9** — The Dean gave permission to fill three positions in the English Department: 2 tenure-track, 1 limited term sabbatical replacement (the "Modern Literature position" for which Cude eventually applied). Draft ads were circulated by Chair Derek Wood to individual members for comment or alteration but were not discussed in a meeting. These ads appeared in the CAUT *Bulletin* for February; the ad to which Cude responded called for an assistant professor with Ph.D. either completed or very near completion to teach elementary courses and a more advanced course in Modern Literature.

**Apr. 9** — The Chair sent a memo to the Department which included his own lists of candidates for all 3 positions advertised, graded by him "in order of ability" with the following instructions:

"We will follow the principle of selection we have followed for the last decade, established conclusively in 1985. Only completed Ph.D.'s will be considered for appointment. However, as I understand this principle, if no suitable Ph.D.'s present themselves, ABD's will be considered as possible candidates i.e. we will not then re-advertise the positions." In the same memo, the Chair indicated that he had not graded two candidates, one of whom was Prof. Cude. The reason seems to have been that they had taught in the Department and were considered to be, in some sense, internal candidates. Thus, Prof. Cude did not appear on either tier of this two-tier system at this stage of consideration for the Modern Literature position.

**Apr. 12** — The Chair ruled that discussion on the Nineteenth Century candidates should focus initially on those with the Ph.D.; this procedure was challenged as unfair by a Department member, but the Chair's ruling was upheld by a vote of 7-2-2. The procedure

of considering persons with the Ph.D. first was apparently followed in searches for all three positions. Prof. Cude does not have a Ph.D.

**Apr. 18** — Rank-ordered short-lists and a timetable for interviews for all 3 positions were sent to the Dean.

**May 8** — It was decided to offer for the Modern Literature position to the 2 top-ranked candidates, neither of whom was Prof. Cude.

**May 28** — The Chair returned from the Learned and heard from the Dean that the top-ranked candidate had accepted the Modern Literature position; he wrote letters of "apology/commiseration" to unsuccessful candidates, including Prof. Cude.

**May 30** — The Chair now learned that both top-ranked candidates had refused the Modern Literature position.

**May 31** — The Chair then recommended Dr. A for the Modern Literature position. The Chair explained that, "Since the Department had placed Ms. B, an ABD, on the short-list for interview because it wanted to short-list a woman candidate, I searched for Dr. A [who] was much better qualified than Ms. B." Dr. A. declined the offer. Without calling a Department meeting or consulting with his colleagues, the Chair recommended Dr. C for the Modern Literature position. Dr. C had not been to Antigonish for any interview; moreover Dr. C's late application had arrived 2 days after the Department had voted to offer the Modern Literature position to the top-ranked candidates on its short-list. The Chair, who was about to embark on a research trip to Europe, left negotiations with Dr. C in the hands of the Dean.

**June 8** — The Chair phoned from Europe and learned that the Dean had not made an appointment; despite pressure from some Department members to call a meeting on this matter, the Dean (also a member of the English Department), refused to act, preferring to wait for the return of the Chair, who was due back in August.

**July 20** — Prof. Cude, looking for work at Canada Manpower Centre in Antigonish, saw that the Modern Literature position was still being advertised despite the Chair's letter of rejection of May 28.

**Aug. 17** — The Chair returned from Europe and learned from the Dean that, in the Chair's words, "both Mr. Cude and [Dr. D] were still available and had re-applied for the post. I started trying to contact the original list of applicants."

**Aug. 22** — The Chair sent a memo to Department members calling a meeting for 2 days later and rank-ordering 6 "likely qualified candidates" for the Modern Literature position; neither Prof. Cude nor Dr. D was included in this group.

**Aug. 24** — The Department passed an "empowering motion" giving the Chair the right to recommend the candidate of his choice because the late date made the situation something of an emergency. Prof. Cude's name was raised as a possible choice. A straw vote was held with the following result: Dr. D=6, Dr. E=6, Prof. Cude=4.

**Aug. 26** — Dr. E, who had been offered the position, declined. The Chair noted, "not having success with other candidates, I decided to recommend Dr. D [for the Modern Literature position]." Dr. D accepted.

**Aug. 28** — Two part-time instructors suddenly withdrew from courses to which they had been assigned. The Chair assigned Dr. D these introductory courses and cancelled Modern British Literature, the advanced course that Dr. D had been assigned.

**Sept. 2** — Prof. Cude met with two tenured members of the English Department, who agreed with him that he had been unfairly treated.

**Sept. 7** — Prof. Cude met with the Dean to complain of unfair treatment.

**Sept. 10** — Prof. Cude wrote to the Chair of the English Department informing him that he was seeking legal advice on a possible Human Rights Commission action concerning the Chair's "unprofessional and unethical mishandling" of his application for the Modern Literature position.

**Oct. 3** — The Chair circulated Prof. Cude's letter to Department members, apologizing that he would have sent it out earlier except that he forgot about it.

**Dec. 31** — Having decided against pursuing his complaint with the Human Rights Commission on the strength of legal advice, Prof. Cude wrote for help to the AF&T Committee of CAUT.

1991

**Mar. 15** — Having been asked by AF&T to cast his concerns in terms of CAUT Policy Statements, Prof. Cude formally applied for CAUT intervention, referring to CAUT's Fair Appointment Practices guidelines.

**Apr. 1** — Prof. Cude applied for another limited-term position as Assistant Professor, responding to an ad in the February CAUT *Bulletin*. This ad specifically sought expertise in "Modern British Literature," unlike the previous year's ad which referred to "Modern Literature."

**Apr. 9** — The Chair replied to Prof. Cude that his application had been unsuccessful.

**Apr. 29** — Prof. Cude wrote to AF&T alleging further unfairness by the Chair of the English Department.

Following the events various initiatives as described on page 2

were undertaken by the Academic Freedom & Tenure Committee.

## Commentary

than the requirements for the assistant professor rank specified by the Handbook. There has been much debate in this case about the right of a Department to demand qualifications more restrictive than those set forth in the Handbook. Be that as it may, it is our view that a candidate who meets the criteria in the Handbook — which is, after all, a public document regulating affairs in the University as a whole — is entitled to the same consideration as other candidates who meet the Handbook criteria. Instead, as the April 12, 1990 entry in the chronology shows, the Chair specified a two-tier system of consideration of candidates. Prof. Cude was not considered at the same time as candidates with Ph.D.s. The Department in caucus seems only to have considered him in late August when the need to fill the vacancy was obviously urgent.

The Department did not have a search committee (other than the Department as a whole) for the three positions it sought to fill. This left considerable discretion in the hands of the Chair.

The hiring period lasted through the summer months, for much of which the Chair was away on a research trip. The Department did not meet to consider candidates in the Chair's absence. Prof. Wood has pointed to the wording of the bylaws of St. FX, "the Chair of each Department shall be responsible for the recruitment and selection of qualified staff in the Department..." He believes that such a wording requires him to be present during all meetings pertaining to the hiring process.

It is our view that this is an unnecessarily restrictive interpretation, one which obviously handicapped the Department and led to considerable suspicion as to the Chair's motives. In a letter to our Committee dated May 22, 1991, the Chair gave a somewhat different rationale for his reluctance to let the Department meet his absence. "I was convinced that there would be neither proper Departmental consultation nor fair hiring practice in my absence." This raises the question of whether the Chair would have encouraged such meetings if he had not been so pessimistic about his colleagues. Such a position would clash with the Chair's restrictive interpretation of the University bylaws.

It is clear from the chronology that the Chair made many important hiring decisions on his own without the "proper Departmental consultation" that concerned him, and that the University Handbook requires: Recruitment and Appointment Procedures 7.1 stipulates that Chairs make their recommendations based on "consultation, in caucus, with Departmental col-

See INQUIRY... Page 14

# Inquiry into the Complaint of Prof. Wilfred Cude

## FROM PAGE 13

leagues. In late August, when the urgent need to fill the position was urgent, the Department gave the Chair *carte blanche* to recommend the candidate of his choice. We question whether a Department can abdicate its responsibilities given the wording of the relevant section of the University Handbook. Even if the Department's empowering motion could be shown not to contravene the wording of the Handbook, the apparent necessity of emergency action points to the need for a more workable system of hiring during the summer months. We should not lose sight of the fact that development of and adherence to procedures which are both efficient and fair are important for applicants as well as for the University community.

## Conclusions

With respect to the 1990 appointment to a one-year sabbatical replacement position, the AF&T Committee is of the view that Prof. Cude was treated unfairly in the hiring process because:

The advertisement to which Prof. Cude responded was misleading; it specified one area of expertise when the Department actually wanted something else. Prof. Cude believed himself to be qualified for the position as advertised, but was apparently rejected in part because his specialty did not meet the unstated criterion.

Prof. Cude met the minimum criteria for appointment specified in the University handbook, yet did not receive procedural treatment similar to that given candidates with Ph.D.s;

Appointments were recommended by the Chair without consultation with Departmental colleagues in caucus, as required by the University Handbook (Recruitment and Appointment Procedures 7.1).

With respect to the 1991 appointment procedure, the AF&T Committee did not find evidence of unfairness.

In the 1990 case, departures from the University's own procedures led Prof. Cude and others (including some in the Department of English) to conclude that there was a hidden agenda to exclude him for non-academic reasons. These suspicions were heightened by the use of secret ballots and the failure to provide precise written reasons about the criteria used and the way in which those criteria were applied to Prof. Cude.

Most of our observations have been in terms of the University's own procedures rather than CAUT documents such as *Initial Appointments* which has been available since 1984, and *Fair Appointment Practices* which was approved and promulgated about the time of the events

chronicled above. Nevertheless we commend these CAUT documents to University administrators and faculty. Adherence to provisions therein would improve the practices that were found wanting in this case. If the procedures affecting Prof. Cude's application in 1990 were judged by the standards set forth in these CAUT documents, they would be problematic in many ways (*Fair Appointment Practices*: 1.4, 2.1(c), 2.1.2, 2.2.3, 2.3.1, 2.3.2, 2.3.4, 2.4, 2.5, 2.5.4, 2.6.1; *Initial Appointments*: 4.5, 4.10, 4.12).

In view of the abundant evidence of unfairness and poor practice, we believe it is incumbent upon the University Administration to provide some appropriate form of redress to Professor Cude.

*Report approved by the CAUT Academic Freedom and Tenure Committee September 15, 1993.*

Roger Cannon (Chair)

Patrick Crassick

Clenna Knudson

Patrick O'Neill

Joan Sherwood

Gail Storr

## Responses

In our rapidly-changing scholarly community, institutions are responding to budgetary constraint by hiring ever-increasing numbers of low-wage part-time faculty, who serve with no job security, pension benefits or entitlement to academic freedom. One of our most delicate professional tasks, therefore, is a responsible integration of such persons into the broader fabric of academic life. The most attainable major benefit to be offered part-time faculty, precisely because it does not involve significant monetary considerations, is some form of protection for their academic freedom. For this reason, I believe, my case is important.

It is painful for scholars to adapt to the world of Wal-Mart economics, a world I have inhabited for well over a decade, like many other part-time faculty. I have eight years full-time employment at four universities and colleges, and the equivalent of more than an additional five years of full-time employment at St. Francis Xavier, teaching courses at every undergraduate level on a contract basis. My experience in being arbitrarily denied the modest luxury of one year of full-time work, despite my qualifications and extensive service, merely points up the terrifying vulnerability of part-time faculty to pressure from administration and tenured colleagues. The CAUT is to be highly commended for addressing, in a fair and forthright manner, many of the tangled issues implicit in my case.

While I am genuinely grateful to the CAUT for this investigation, and even more grateful to my colleagues at St. Francis Xavier who courageously provided the key tes-

timony supporting my appeal, I must nonetheless consider this hard-fought decision only a tentative beginning in the quest for part-time faculty rights. The process took over six years, during which my finances were devastated. When I initiated my complaint, I was teaching two regular courses on campus and was eligible to teach another during the intersession or summer terms. A year later, I was deprived of my campus office space; and the following year, my teaching assignment was cut to one course, which became my annual quota thereafter, until the contracts stopped altogether last September. For the past four years, my annual earned income has been under \$5,000. This both exhausted my savings and slashed my contributions to Canada Pension, my sole pension resource. At fifty-eight, my financial prospects are bleak; and the knowledge that many other part-time faculty are similarly affected simply underscores the bitter truth that the profession must strive to do better.

I submit that protection of part-time faculty rights should move to the forefront of the CAUT's agenda. Perhaps the best mechanism for expeditiously resolving cases like mine would be a process of binding arbitration conducted through an academic ombudsman's office, whose personnel would be appointed and funded by the government after consultation with the regions scholarly communities. If such ideas are soon seriously explored by the CAUT, then the anguish, effort and funds expended in my case will not have been in vain.

*Wilfred Cude*

AF&T Committee offered no evidence that the minor procedural details it objected to in this hiring process affected the outcome in any way. In fact, AF&T Committee violated due process and natural justice. The Final Report of its Committee of Inquiry was suppressed and never circulated as required (CAUT Handbook, p. 22). Its own Inquiry Committee Chair, Roger Lewis, objected to the Final Report as published. IC improperly procured application files containing confidential transcripts and testimonials, without written permission or verification by their owners (CAUT Handbook, p. 21 and the Privacy Act). It untruthfully alleged that FAP (*Fair Appointment Practices*, dated 31 July 1990 in Ottawa and then circulated in August to locals), on which its Report was based, was promulgated about the time of these events; FAP was circulated to AUTs after this hiring was completed. It is a breach of natural justice to condemn by rules established after the event.

Mr. Cude's application was simply not as strong as his com-

petitors. His near-total lack of full-time faculty experience in the decades after he failed his PhD did not help him. AF&T Committee has not seen competing les nor attended the actual appointee's impressive interview. Without access to data examined by the hiring committee, AF&T is inadequately equipped for comparative evaluation exercises.

AF&T's narrative leans on serious factual errors which I am denied space to expose. Its main allegation that Cude was denied consideration because he was a Canadianist is easily disproved. In May 1990, the Chair recommended Dr. [H] for the post. She is a Canadian specialist, scholar, teacher, poet, journal editor. Cude was merely not the best candidate available.

Inference that the Department only considered [Cude] in late August is wrong. We discussed his le at every relevant hiring meeting. The vague criticism that he did not receive procedural treatment similar to that given candidates with PhDs implies some obscure disadvantage. Actually, he was the candidate most carefully considered. Applicants who met advertised requirements were assessed first; those who fell short were subsequently examined. One fellow-candidate, [B], without the PhD was shortlisted, not disadvantaged by this procedure: Cude's application was not as deserving as hers. The procedure was not material to the outcome.

AF&T alleges Cude was disadvantaged by a rank-ordering process. No prior rank ordering obtained at any hiring meetings. The Department did request the Chair to sort the files of external candidates before the meetings to ensure that competitive files were flagged beforehand, but all hiring meetings began with a *tabula rasa*. Department members had equal discussion time and voting weight.

AF&T's suggestions that the University Handbook was contravened are improper. Separate committees of STFXAUT and the University President investigated this grievance, concluding that University requirements were followed with absolute propriety.

Support for Cude, an internal candidate, was small (25%). The candidates the Department recommended after exhaustive discussion were external applicants with no personal acquaintances in the Department (unlike Cude) but with majority support for their academic superiority (75%).

*Derek N.C. Wood*

The Executive of St. FXAUT makes the following observations about issues raised in the Report. A local committee of inquiry established by St. FXAUT investigated the matters raised in this Report. This committee asked for submissions from the principals in the Cude case. These principals included all members of the English Department who were present during the 1990 hiring process. After examining the documentation received, the committee unanimously agreed that the hiring process in the English Department was in accordance with the St. Francis Xavier University Faculty Handbook and the University by-laws.

The requirements in the Faculty Handbook for an appointment to the rank of assistant professor are minimum requirements. These minimum requirements should not be confused with a selection process where the goal is to appoint the most qualified of the applicants. The sentence in the report.

There has been much debate in this case about the right of a Department to demand qualification more restrictive than those set forth in the Handbook, suggests the Report's authors seek to blur the distinction between minimum requirements for an appointment and what should be the goal of any selection procedure in any institution the selection of the best qualified candidate.

It is not unusual for a department to give a chair permission to recommend to the dean that a candidate be offered a position when the need to fill a position is urgent. Most often at this stage in a hiring process members of a department will have had ample opportunity to study the available applications and to come to a judgement on the qualifications of all those who have applied. The Faculty Handbook and by-law requirement for consultation, in caucus, with Departmental colleagues... assumes a more typical hiring process where members of the department would be unfamiliar with the candidates, and there is adequate time for lengthy consideration and negotiation with candidates.

*Serge Aalto, President  
St. FXAUT*

There have been two internal inquiries into the allegations that a candidate for a vacancy in the St. FX. Department of English was a victim of an unfair hiring process in the summer of 1990. A committee established by the St. FX. Association of University Teachers found that proper procedures had been followed with respect to the hiring process. The University Administration held its own inquiry that likewise came to the conclusion that there was no basis in fact for any allegations that the hiring procedure was unjust, unfair or prejudicial. Nothing in the report of the AF&T Committee of CAUT persuades us that the judgments in these two internal reports were faulty.

*Stan Riley, President  
St. Francis Xavier University*









## ANNONCES CLASSÉES

\$21,300 - \$26,300 depending on qualifications and experience. The deadline for application is May 31, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applicants should submit a letter stating their interest and the names of three letters of reference to Dr. Richard A. Young, Chair, Department of Modern Languages and Comparative Studies, University of Alberta, Edmonton, Alberta T6G 2E9. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities and members of visible minorities.

### FOREST MANAGEMENT

**THE UNIVERSITY OF NEW BRUNSWICK** has obtained support from Avon and Noranda Forest to establish a Centre for Forest Watershed Management and Conservation Research. The Director is required to be a specialist in forest hydrology and its application to forest health. The position also requires teaching in forest watershed management and conservation and its services, coordinating/universitying the forest watershed management and conservation research within the University and with its partners and clients; generating additional funding for the forest watershed conservation and related research. Applications are invited from researchers in the biophysical area of forest watershed management and conservation, with preference for candidates with experience in teaching, coordinating/universitying cooperative biophysical watershed research projects (hydrology, ecophysiology, forest operations engineering, systems analysis, field research, modeling, with particular application to forest watershed management systems analysis, computer modeling) and forest management (L2, G3, G5). This tenure track appointment will be made at the assistant professor level. The appointment date is July 1, 1997. Interested candidates should send their CV and the names of three referees to Dr. Richard A. Young, Chair, Department of Forest Management and Conservation Research, The University of New Brunswick, Fredericton, NB, E3B 2M5. Applications will be accepted until August 1997. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to employment equity and encourages applications from women, Aboriginal peoples, visible minorities and disabled persons. All things being equal, women candidates shall be given priority.

### GERONTOLOGY

**CONCORDIA UNIVERSITY** — Department of Geography (pending budgetary approval), is seeking applicants for a tenure-track position at the Assistant Professor level in Environmental and the Environment. Applications are invited for a one-year limited term faculty position at the junior Assistant Professor rank. The position will be filled by an individual with specialization in aging and the built environment and/or environmental gerontology. Preferred qualifications include a Ph.D. in environmental studies, and a developing publishing record. The successful candidate may assume this position Sept. 1, 1997 and will teach for both the Post-Baccalaureate program in Environmental Studies and the Master of Arts in Geography. The Master of Arts program offers advanced study in two defined areas of research in the field of gerontology — aging and the built environment and health promotion and aging. SUO is committed to the principles of equity in employment and offers special consideration to qualified applicants. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents. Closing date: May 30, 1997. This position is subject to final budgetary approval. Candidates should send a curriculum vitae, the names of three referees, and a covering letter to Dr. Andrew Winter, Graduate Committee Chair, Gerontology, Pro-

Geography Department has re-oriented its curriculum around the theme of human-environment relationships. It offers both B.Sc. and B.A. degrees in Environmental Studies and an interdisciplinary Urban Studies program, offers an interdisciplinary Masters Degree in Public Policy and Public Administration and is involved in a graduate Diploma in Environmental Impact Assessment, and a Masters Degree in Environmental Design for North American Mobility in Higher Education in the area of Watershed Management. A Ph.D. is required. Please submit a letter of application describing your qualifications, teaching and research interests, along with a curriculum vitae, selected reprints, a sample of publications, official transcripts and arrange for the letters of reference to be sent directly to the Chair by July 1, 1997. Send application to Dr. Richard A. Young, Chair, Department of Geography, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8. Phone: (514) 848-7058; Fax: (514) 848-2057. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of New Brunswick is committed to employment equity and encourages applications from women, Aboriginal peoples, visible minorities and disabled persons. All things being equal, women candidates shall be given priority.

gram, Simon Fraser University, 515 West Hastings St., Vancouver, B.C. V6B 5K3 Fax: 604-231-5066. Further information is available from our website at <http://www.harbourau.ca/geo>.

### HISTORY

**BISHOP'S UNIVERSITY** — The Department of History at Bishop's University seeks applications for a tenure-track, limited-term position. The successful candidate will be required to teach second year survey courses and seminar courses in some combination of the following fields: United States 19th or 20th centuries, Canadian history, and/or European history. The successful candidate should be near completion or in hand. Demonstrable success in teaching and evidence of scholarly promise will be assets. Please send curriculum vitae, containing the names of three referees, by May 30, 1997 to Dr. R.W.E. Romeo, Dean of Humanities, Bishop's University, Lennoxville, QC J1E 1Z7. Thank you.

### INSTRUCTIONAL DESIGN

**UNIVERSITY OF ALBERTA** — Instructional Design Specialist, Academic Technologies for Learning Unit, Faculty of Extension. Applications are invited for a tenure-track position in the Faculty of Extension at the University of Alberta. The appointment is at the Assistant Professor level (minimum salary \$32320). The newly-created position will be in the Academic Technologies for Learning unit, which works to extend the reach of the University of Alberta through the delivery of distance learning. The quality of learning and access through technological innovation. The date of appointment will be August 1, 1997. The successful applicant will be responsible for an instructional design service provided by ATL to faculty and students in undergraduate and graduate programs. The applicant must have experience with developing University level teaching content using a variety of technological learning tools and using a variety of design approaches and learning theories. The applicant must be capable of conducting and publishing

scholarly research and may be required to teach and advise students on courses related to the instructional process at the graduate level. A doctorate or near completion of education or adult education, and a specialization in instructional design is required. The applicant should be familiar with all components of the instructional design process including formative and summative evaluation, needs assessment, and outcome analysis. Preference will be given to applicants with a demonstrated publication record. This faculty position is a high contact position that will require the successful candidate to work closely with many faculty members from a variety of disciplines and programs. As such, it is essential that the instructional Development Specialist possess superior interpersonal communication skills. In accordance with Canadian immigration requirements, this appointment is directed towards Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The University of Alberta will try to facilitate spouses employment with the help of our Canada Employment and Immigration office. The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from women, Aboriginal peoples, visible minorities and disabled persons, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

### INTERNAL MEDICINE

**UNIVERSITY OF MANITOBA** — The Department of Internal Medicine, University of Manitoba, the Health Sciences Centre and the St. Boniface General Hospital are recruiting an Interventional Cardiologist. This is a geographical

## DEPARTMENT HEAD ELECTRICAL AND COMPUTER ENGINEERING

The Faculty of Engineering invites applications and nominations for the position of Head of the Department of Electrical and Computer Engineering. Applications and nominations are requested by May 30, 1997. The appointment will be effective July 1, 1997, or as soon as possible thereafter.

The Department is ranked among the top ten percent of Electrical and Computer Engineering departments in North America, and consists of 23 full time academic staff, approximately 90 students in each year of the B.Sc. program, and about 100 full and part time graduate students in M.Sc., M.Eng. and Ph.D. programs. The departmental Engineering Internship Program is one of the largest in Canada and is expanding. Strong research programs in telecommunications, signal processing, microelectronics, and biomedical engineering enjoy effective links with industry. Planning is well underway for a major expansion of the Department in response to the increasing demand for its graduates. Successful completion of the planning process and implementation of this expansion will be an exciting challenge for the new Head.

The successful applicant will have teaching experience, administrative talent, a strong record of scholarly achievement, and demonstrated leadership skills. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity. Applications should include a curriculum vitae, the names of three referees, and a statement explaining interest in and suitability for the position. Please reply to

Dr S. C. Wirsingh, Dean  
Faculty of Engineering  
The University of Calgary  
2500 University Drive N.W.  
Calgary, Alberta, Canada T2N 1N4



[www.ucalgary.ca](http://www.ucalgary.ca)

## UNIVERSITY OF SASKATCHEWAN DEAN OF LAW

The appointment will be effective July 1, 1998, for an initial period of five years.

The College of Law, with a full-time faculty of 20, has about 320 students enrolled in its LL.B. program, including a small number on a half-time basis. Graduate studies are also offered, leading to the degree of Master of Laws. The Native Law Centre, for which the Dean of Law is responsible, offers the summer Programme of Legal Studies for Aboriginal People. The College actively pursued interdisciplinary initiatives such as the centre for Co-operative Studies and the Centre for Studies in Agriculture, Law and the Environment. A further two endowed visiting chairs bring to the College distinguished scholars from around the world. In recent years an international conference has been mounted annually. The College of Law is one of 13 colleges of the University of Saskatchewan which has a student enrolment of approximately 19,000.

The successful candidate will provide academic leadership in the College's essential functions of teaching and research, possess the necessary administrative and management skills to oversee the efficient and effective use of its resources; nurture the College's valued relationship with its alumni and professional organizations; and display imagination and tenacity in ensuring that funding is found to enable excellence to be maintained in all the College's activities.

Applications and nominations with complete curriculum vitae will be accepted until September 15, 1997, and should be submitted to:

Office of the Vice-President (Academic)  
E216 Administration Building  
105 Administration Place  
University of Saskatchewan  
Saskatoon, SK S7N 5A2

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principles of Employment Equity and invites applications from all qualified candidates. Women, people of Aboriginal descent, members of visible minorities, and people with disabilities are invited to identify themselves as members of these designated groups on their application.







## ANNONCES CLASSÉES

June 15, 1997. Memorial University is committed to employment equity. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada.

## SOCIOLOGY & ANTHROPOLOGY

ALGOMA UNIVERSITY COLLEGE, Department of Sociology and Anthropology, invites applications for a tenure stream appointment at the Assistant Professor level. Applications must hold at least a Master's degree in Sociology or Anthropology, and three to five years of teaching experience. Preference will be given to candidates who can teach courses such as Crime and Justice, Social Problems, Sociology of Law, Industrial Sociology, and Sociology of Women. The Industrial Sociology program is currently under development and requires budgetary approval. In conformance with provincial requirements, applications from non-Canadian citizens will not be given to Canadian citizens and permanent residents. Applications from Algoma University College, encourage applications from women, members of visible minorities, and persons with disabilities. Applications should send a current curriculum vitae, along with name, addresses, and phone numbers of three referees. Dr. Linda L. O'Leary, Department of Sociology and Anthropology, Algoma University College, 1520 Queen Street East, Sault Ste. Marie, Ontario, P6A 5G6.

STATISTICS

UNIVERSITY OF ALBERTA, Department of Mathematical Sciences, instructional Computer Based Instruction in Statistics. The Department of Mathematical Sciences invites applications for a one-year faculty Senior Officer II position to develop instructional computer laboratory materials in statistics. This is an academic position and will be available for up to two additional years. Working closely with instruction, the successful applicant will prepare computer-based laboratory materials for first and second year statistics courses, coordinate the labs and train teaching assistants for these labs. Preference will be given to applicants who are familiar with Minitab, SPSS, SAS, C or C++ and have experience in making materials available through the Web. A PhD in Statistics is required. A PhD in Statistics is required. A PhD in Statistics is required.

## THEATRE

It is encouraged to apply The University of Alberta, Edmonton, Alberta T6G 2G1. The closing date for applications is June 22, 2018, in accordance with Canadian Immigration regulations. This advertisement is open to Canadian citizens and permanent residents. Highly suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The University of Alberta is committed to diversity and equity in the workplace. We are an employer who values diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal persons, persons with disabilities, and members of visible minorities.

STUDIO ART

**CONCORDIA UNIVERSITY — The Department of Studio Arts, Faculty of Fine Arts is seeking applicants for the following full-time, tenure-track Assistant or Associate level positions to begin August 1, 1997: 1) Interdisciplinary Studies: The candidate will teach courses within the**



University  
of  
Alberta

**CHAIR, DEPARTMENT OF SPEECH  
PATHOLOGY AND AUDIOLOGY**  
**Faculty of Rehabilitation Medicine**

The Faculty of Rehabilitation Medicine at the University of Alberta is inviting applications from qualified individuals for the position of Chair for the Department of Speech Pathology and Audiology. Located in historic and beautifully renovated facilities within the Faculty of Rehabilitation Medicine, the Department offers: an entry-level Master's degree in speech-language pathology (MSLP-B degree), an advanced-level MSLP-A degree for experienced speech-language clinicians that operates on a cost recovery basis, and a MSc degree in speech-language pathology that requires a thesis. The Department also participates fully in an interdisciplinary PhD degree program in Rehabilitation Science and enjoys close working relationships with the Glenrose Rehabilitation Hospital and other community based programs in speech-language pathology.

As Chair of Speech Pathology and Audiology, your responsibilities will include: facilitating the building of a strong research program in the Department; providing leadership and direction to a small group of highly qualified and capable professionals; directing strategic planning and goal-directed initiatives within the University; and representing the Department in professional activities locally, provincially, nationally and internationally.

The Faculty of Rehabilitation Medicine is firmly committed to developing its programs through outstanding leadership. In addition to strong leadership capabilities and well developed management skills, qualified candidates will be experienced speech pathologists, with a doctoral degree, and have a commitment to and record of scholarly activity in teaching and research, including a track record for acquiring external funding for research. Ideally, candidates will also have proven background in university administration, clinical experience or experience in clinical education and/or consultation in the field of speech pathology.

education and specialization in the area of organic disorders. The position offers a salary commensurate with qualifications, a comprehensive benefit package and relocation assistance. For further information on this opportunity or to apply: Please Hurley, mail or email your curriculum vitae and three names of references to: **Elizabeth Hurley, 904 Oxford Tower, 10235-101 St., Edmonton, Alberta T5J 3G1. Fax: (403) 426-2936 Phone (403) 420-9900 Email: [srch@dukeandh.ca](mailto:srch@dukeandh.ca)**

**Email: [search@daviespark.ab.ca](mailto:search@daviespark.ab.ca)**  
The University of Alberta is committed to the principle of equity in employment. As an employer, it welcomes diversity in the workplace and encourages applications from all qualified women and men, including Aboriginal peoples. Persons with disabilities who require accommodation in the application process are invited to contact the Human Resources department.

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# Kanatia + CAUT = 25 Years of Insurance Partnership

## In the past...

The CAUT Life Insurance Plan for members and dependents of members of the Canadian Association of University Teachers is a voluntary plan of group insurance. The initial plan resulted from discussions and planning which commenced in 1968, and led to the formation of an Insurance Committee under the chairmanship of Dr. H.H. Binhammer, Professor of Economics at the Royal Military College of Canada, Kingston, Ontario in 1971. The committee studied plans of coverages available to other professional associations, surveyed the CAUT membership, and formulated specifications of a plan of benefits which would provide low cost coverage to members of CAUT on a national basis, to supplement existing group and personal insurance programs.

One of the prime objectives of the CAUT Life Insurance Plan was to have as many applicants as possible accepted for coverage. The chosen carrier agreed in negotiations to underwrite applicants for coverage on a 175% basis of mortality evaluation. One hundred percent mortality evaluation would be considered standard underwriting. This means that a member who could be considered sub-standard medically for individual insurance for such reasons as high blood pressure, obesity, family medical history, etc., could be considered standard and acceptable under the CAUT Life Insurance Plan. At the present time 200% mortality evaluation is the standard underwriting procedure for the CAUT Life Insurance Plan, and some applicants who were formerly declined coverage have subsequently been granted coverage.

The Insurance Committee's recommendations were submitted and approved by the CAUT Economic Benefits Committee, the Executive, Members of the Board, and finally by CAUT Council at the annual meeting in May 1972.

Since its inception in 1972 the CAUT Life Insurance Plan has been constantly monitored, reviewed and improved. Benefits have been increased, premiums have been reduced, and underwriting requirements have been liberalized. Tests are routinely made to indicate the level of efficiency achieved in the administration of the CAUT Insurance Plans. In all cases, conservation of volume, premiums, and membership satisfaction, exceed the industry levels of performance.

The benefits of the CAUT Insurance Plans are of course portable because they are not related to a specific university. Indeed a great percentage of associate members in CAUT are members who have left teaching institutions and have retained this class of membership so that they may continue coverages under these plans. It is open to all Association members under age 70, and is a valuable economic benefit of membership in CAUT.

The newly updated CAUT life and accident insurance plans are underwritten by the Great West Life Assurance Company, the largest insurer of group insurance plans in Canada. CAUT has negotiated benefit improvements which reflect the realities of today's needs. Recognizing the demand for independent and higher amounts of insurance for spouses of members, we have increased the maximum amount available from \$75,000 to \$200,000 and no longer require the member to be covered in order to obtain this coverage. The costs for spousal coverage are based now on the spouse's age, not the member's age.

The CAUT Personal Accident Insurance Plan has been available to the membership since January 1976, and its benefits have also been improved over the years. Although originally included in the specifications of the CAUT Insurance Committee formulated in 1971, its introduction was deferred until a later date.

It should be emphasized that the P.A.I. Plan is a voluntary plan of coverage and is not contingent upon a member being insured under the CAUT Life Insurance Plan. Participation is relatively low (1.5% of membership), and the appeal of this benefit is limited mainly to those individuals who evaluate themselves to be at definite exposure of accident risk on a short term or continuing basis. The P.A.I. Plan is continually promoted through general advertising and major insurance campaigns to the membership, because it does fill some need and it is more convenient and less costly for members to purchase it through this group plan than on any other basis.

In October 1979 the benefits of the P.A.I. plan were expanded to include paraplegia and quadriplegia. It was not anticipated that a deluge of claims would result from the inclusion of this benefit, but it was felt that it was a socially desirable benefit to provide for CAUT members.

In August of 1980 an insured member of the CAUT Personal Accident Insurance Plan fell off the roof of his house while in the process of repairing some shingles. Although he was classified as an "incomplete" paraplegic, the full amount of his claim of \$100,000.00 was paid to him because it was interpreted that his condition was severe enough to merit such consideration. This was the first such claim settled on this basis in North America.

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**Kanatia & CAUT continue to work together to bring you the best in group life insurance plans. So it's not hard to understand why every year more and more CAUT members are buying insurance from Kanatia. Don't get left behind. Call today!**

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